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2008

## UNI Graduating Senior Survey 2007-2008

University of Northern Iowa

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**2007-  
2008**

# UNI Graduating Senior Survey

Kristin Moser

University of Northern Iowa

2007-2008

## **UNI Graduating Senior Survey December 2007 – May 2008**

This report presents a summary of the University of Northern Iowa (UNI) Graduating Senior Survey. This survey was given to all UNI graduates prior to the commencement exercises in December 2007 and May 2008. The purpose of this report is to provide an overview of several critical components regarding the academic and social experiences of UNI students. As the students reflect back on their undergraduate experience at UNI, they are asked to rate their preparedness for certain experiences and skills gained that will impact their future career goals. They must also indicate their level of agreement to statements regarding the teaching and learning environment during their undergraduate career, including faculty and student interaction, social climate, and the overall university image. A summary of the characteristics of the sample, including post graduation plans (employment, graduate school

enrollment, etc.) is first presented. The data is then shown graphically by college. Finally, trends in responding over the past five years are illustrated.

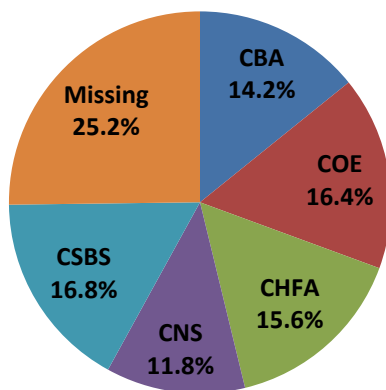
Respondents were asked to indicate how well UNI prepared them for 23 different critical skills and experiences on a scale from 1 (poor) to 5 (excellent). A “cannot evaluate” option was also available. They were also asked to indicate the extent to which they agreed or disagreed to 27 statements regarding the academic and social environment at UNI on a scale from 1 (strongly disagree) to 4 (strongly agree), with a “not sure” category available in addition to the other options. Surveys were handed out to all students attending the Fall 2007 and Spring 2008 commencement ceremonies. All survey responses were electronically scanned and converted to a data file. The data were then analyzed to show patterns of response. The survey was completed by 449 students from the December 2007 commencement and 1,033 from the May 2008 graduation, for a total of 1,482 respondents (see Table 1 for an illustration of response rates for each commencement ceremony). Students

**Table 1. Response Rates for Undergraduate Graduation Sessions**

	Survey Respondents	All Graduating Seniors	Response Rate (%)
December 2007	449	767	58.5
May 2008	1033	1161	89.0
Total	1482	1928	76.9

who chose not to attend the commencement exercises, those who arrived late to their respective ceremony, and those students graduating in August of 2008 did not complete the survey.

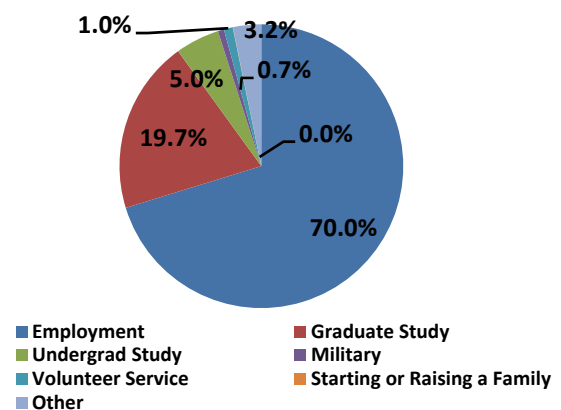
Figure 1 shows an illustration of the distribution of graduates in each college. College designation for some students was unavailable; therefore, these individuals are reflected in the missing category. The demographic characteristics of respondents to the UNI Graduating Senior Survey by college follow in chart format.



**Figure 1. Distribution of Graduates by College**

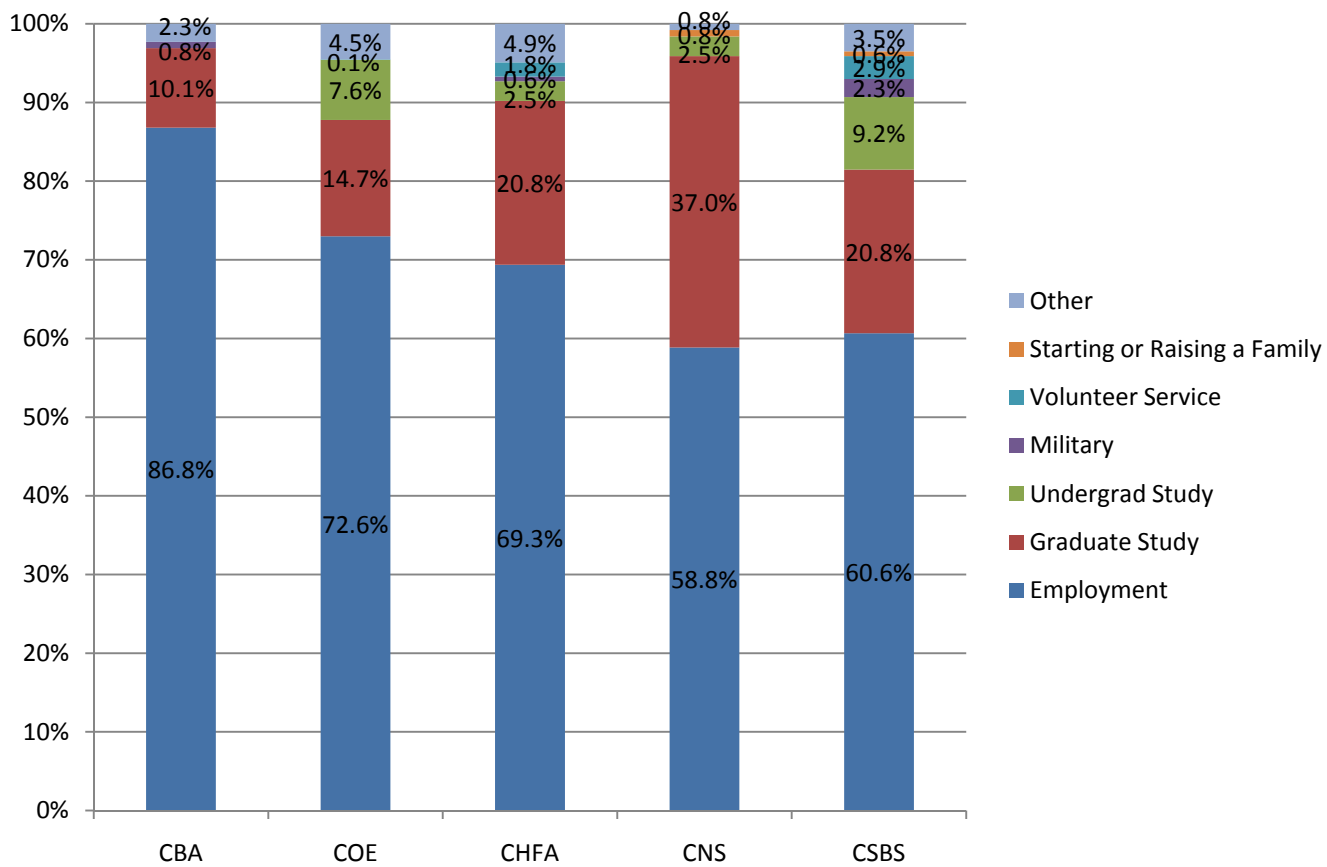
### Future Plans upon Graduation

Students were asked to indicate their plans following graduation. As Figure 2 indicates, 70.0% of the respondents indicated they were employed upon graduation. An additional 20% of respondents indicated they would be furthering their education by pursuing graduate study.



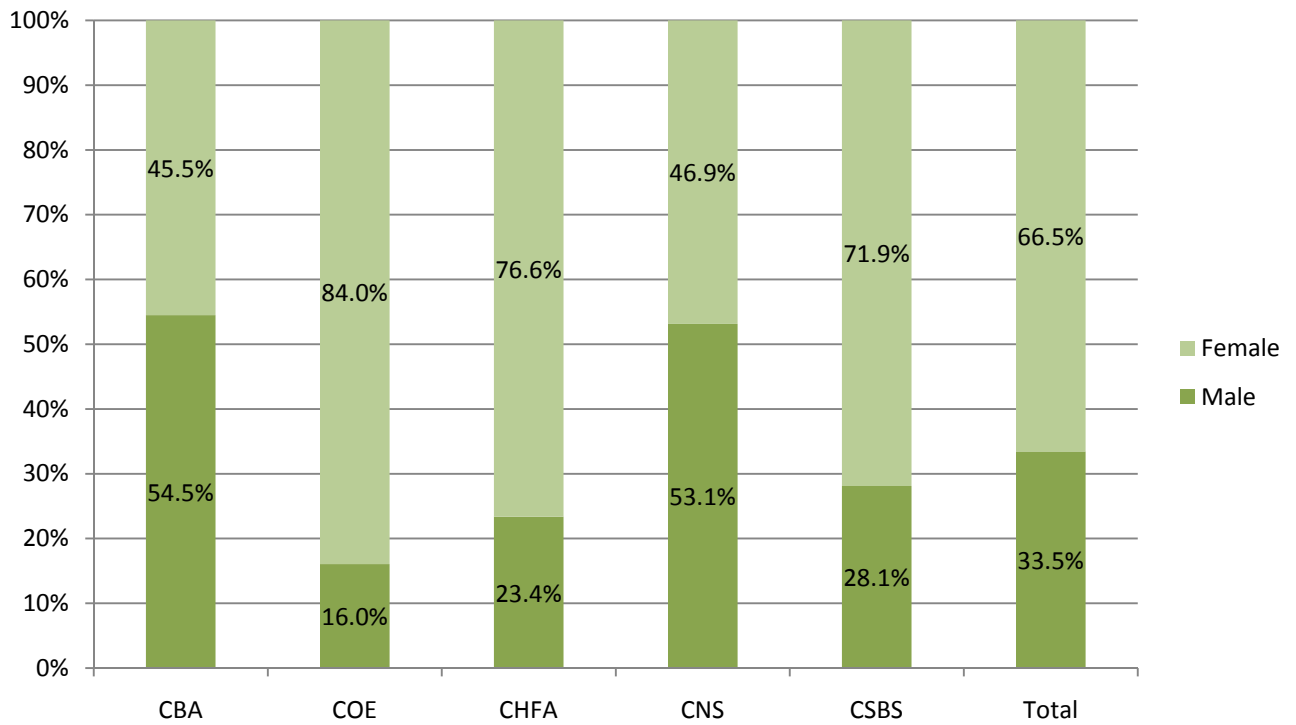
**Figure 2. Future Plans of Degree Recipients**

An examination of future plans by college shows that the College of Business had the highest percentage of graduates employed upon graduation (86.8%) while the College of Natural Sciences had the highest number of graduates enrolled in a graduate program (37.0%).

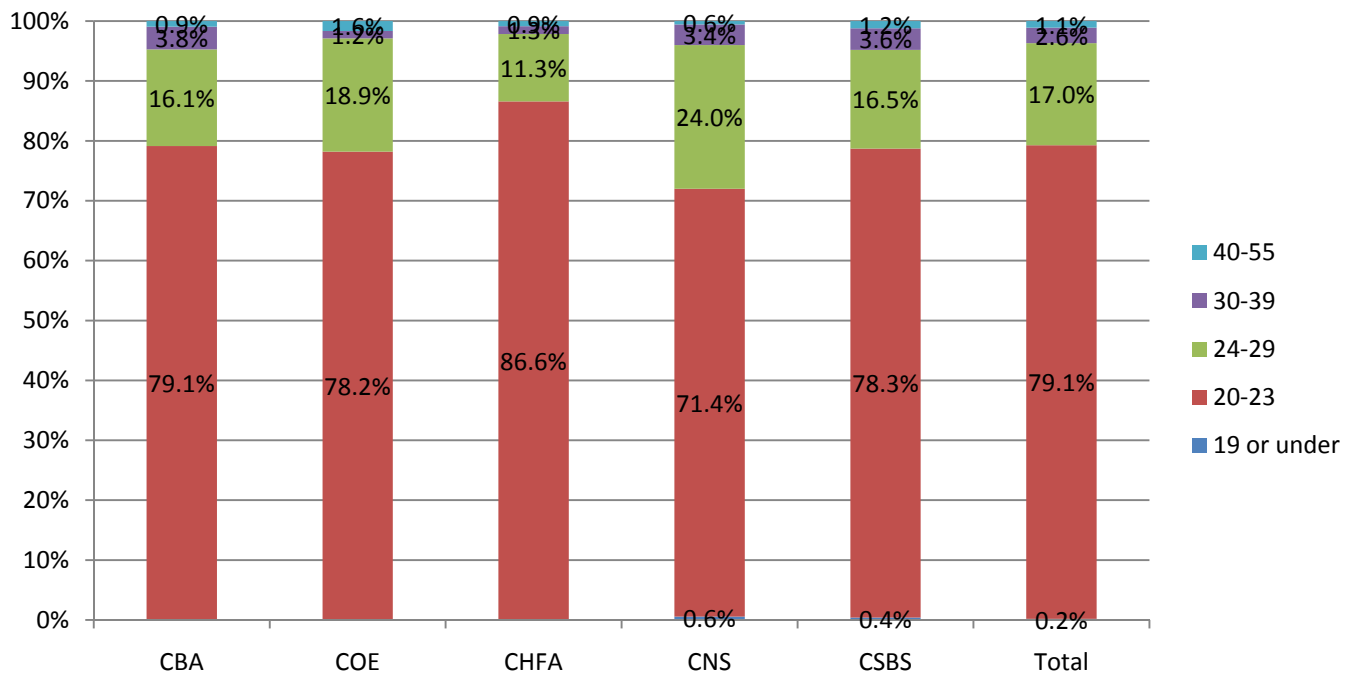


**Figure 3. Future Plans of Degree Recipients by College**

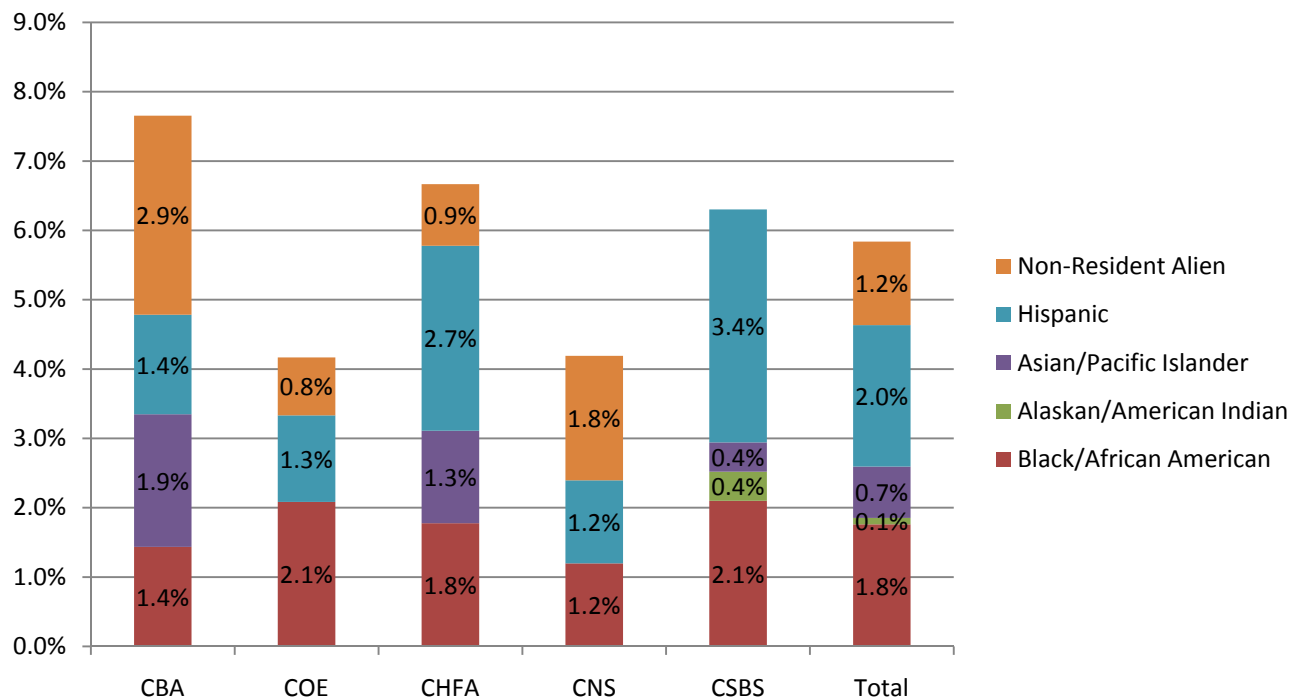
## Demographic Characteristics of Respondents



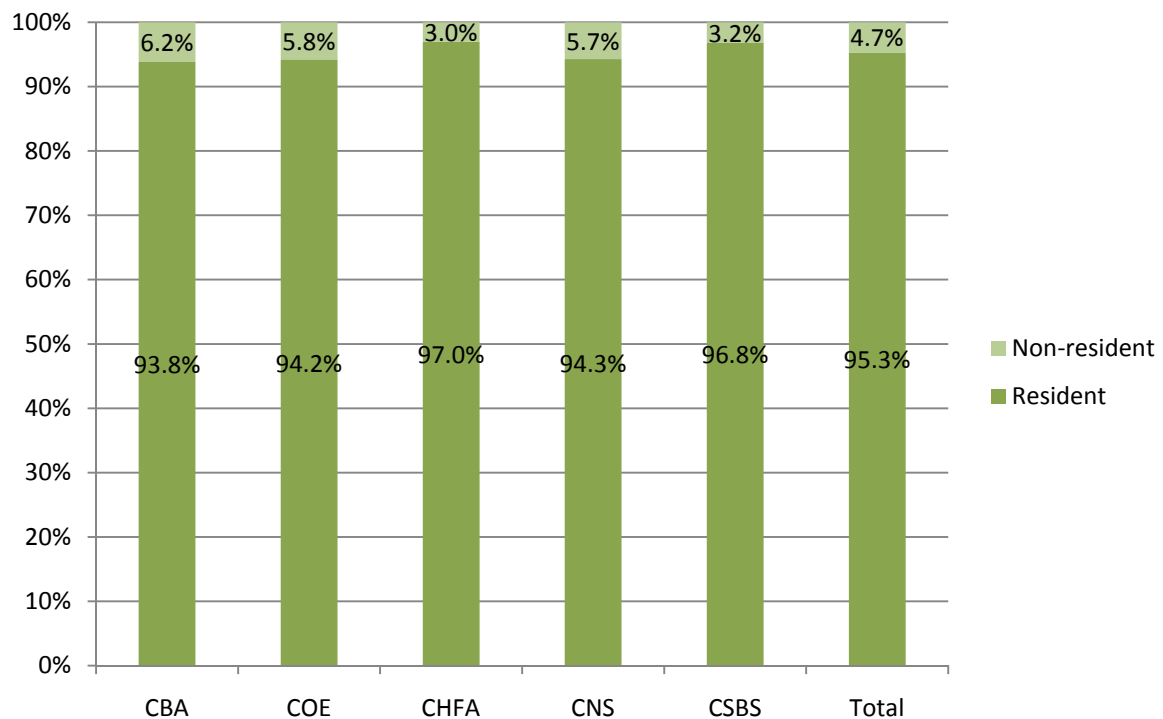
**Figure 4. Respondents by College and Gender**



**Figure 5. Respondents by College and Age**



**Figure 6. Respondents by College and Race** (Caucasian students by college: CBA=92.3%; COE=95.8%; CHFA=93.3%; CNS=95.8%; CSBS=93.7%; Total=94.2%)

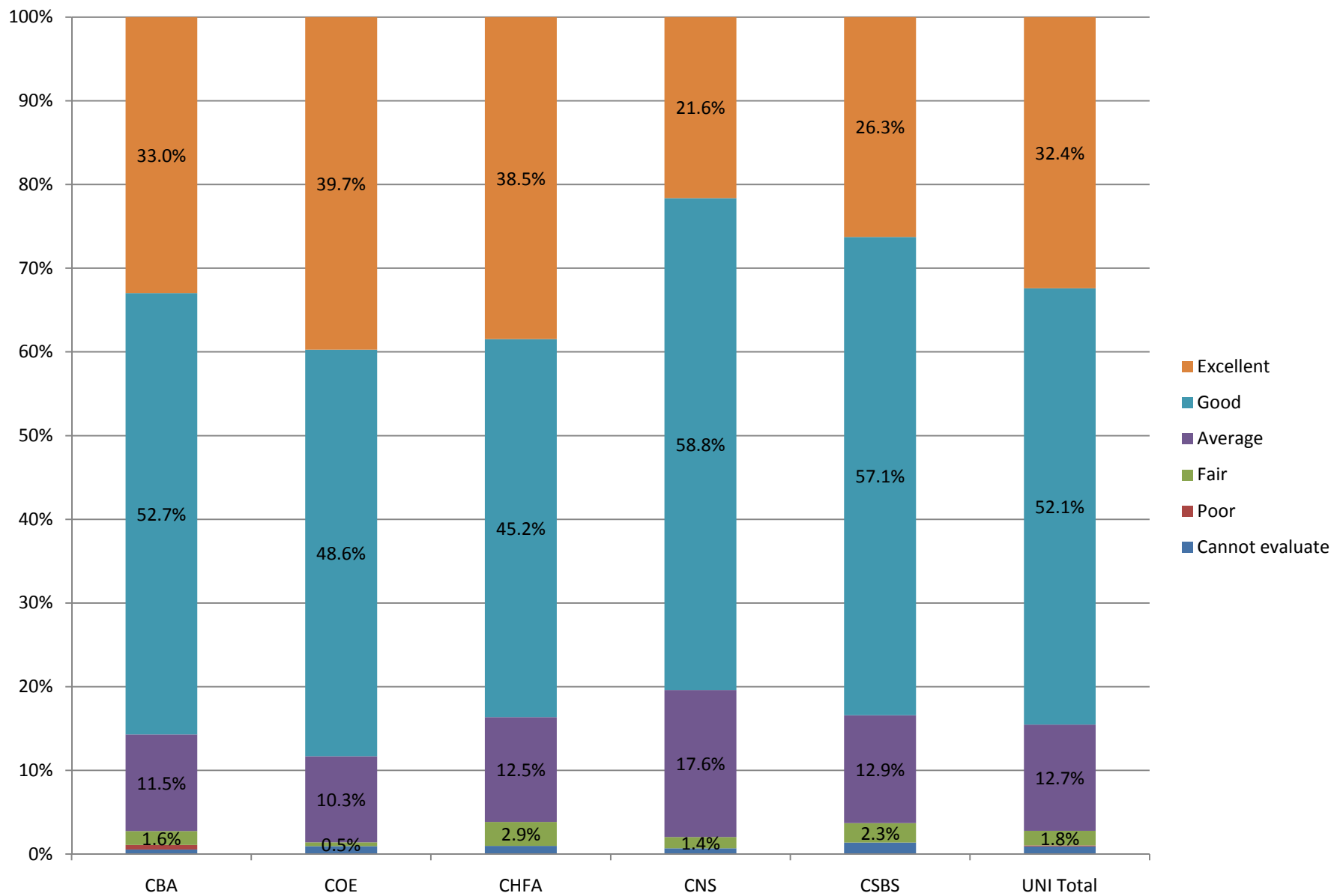


**Figure 7. Respondents by College and Residency Status**

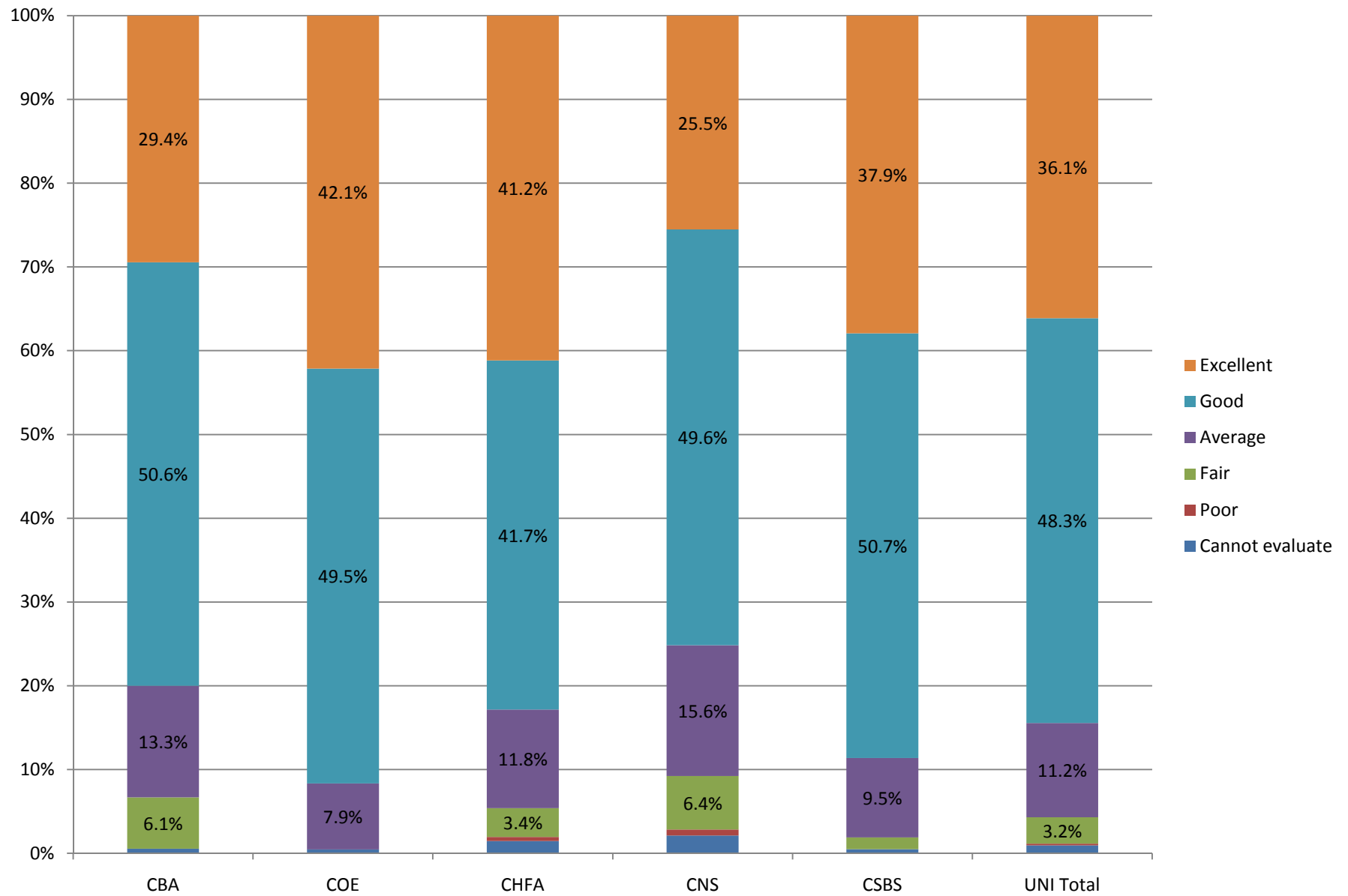


## Summary of Responses by College

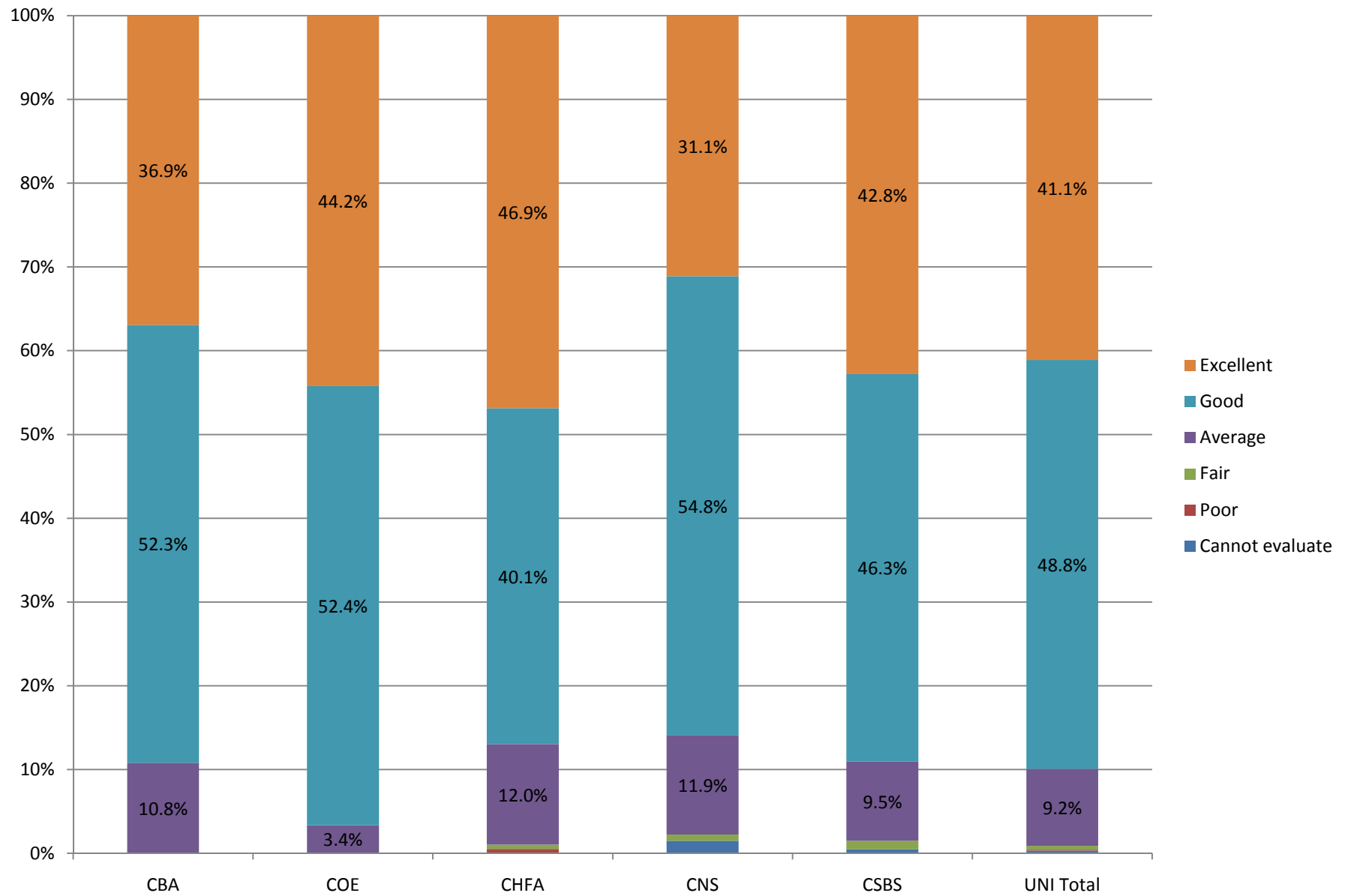
# Speaking effectively



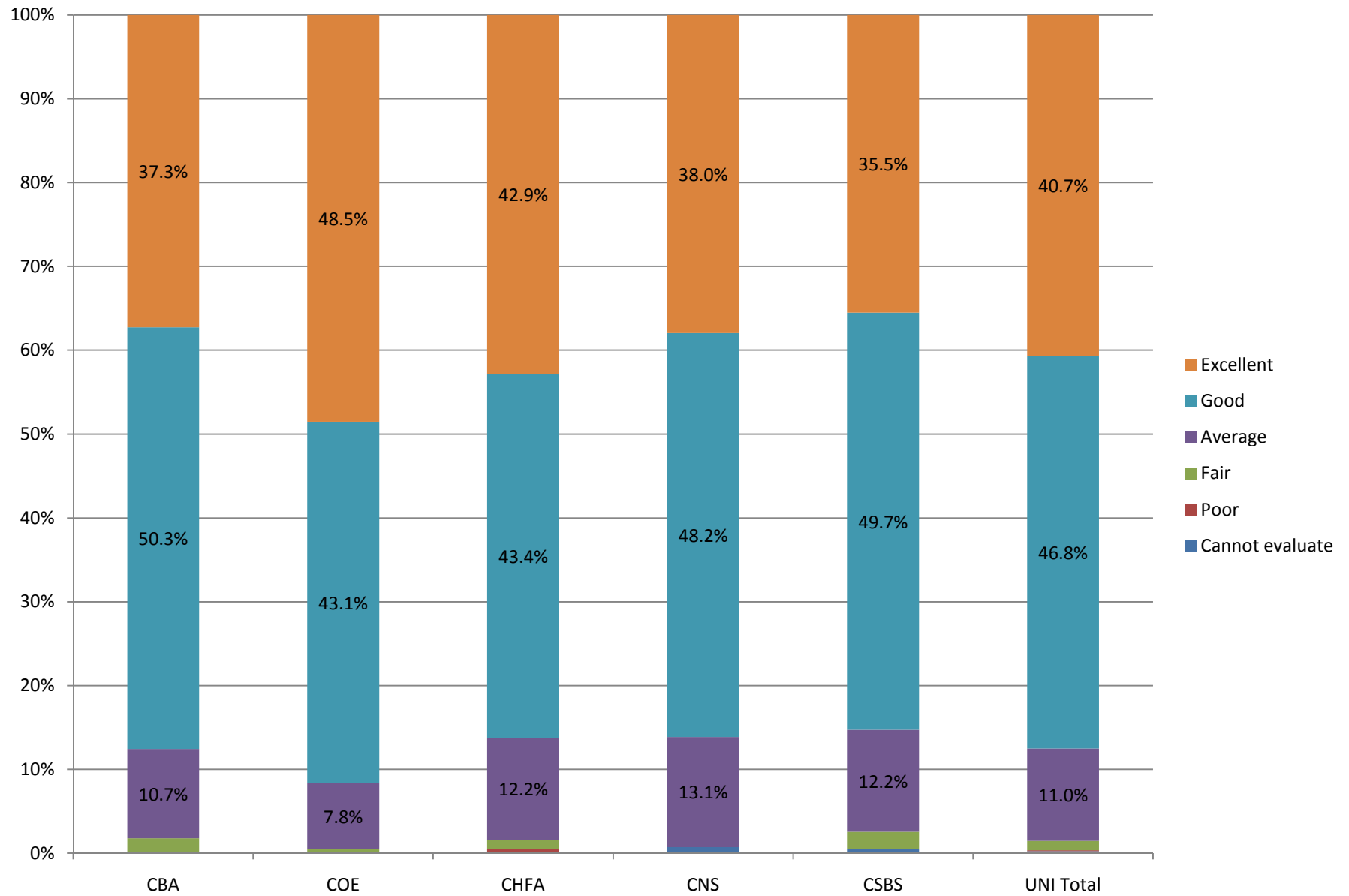
## Communicating through writing



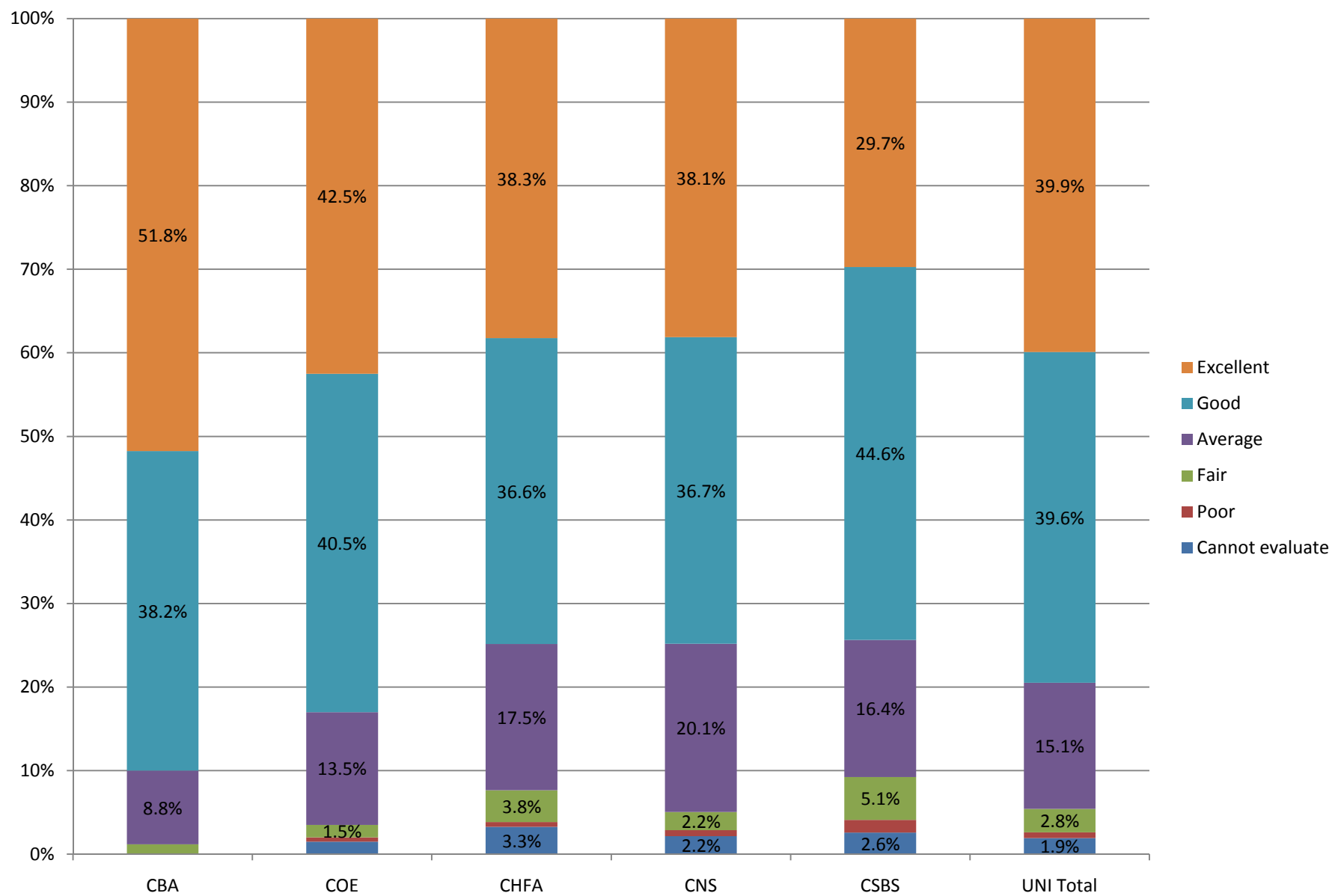
## Understanding written communication



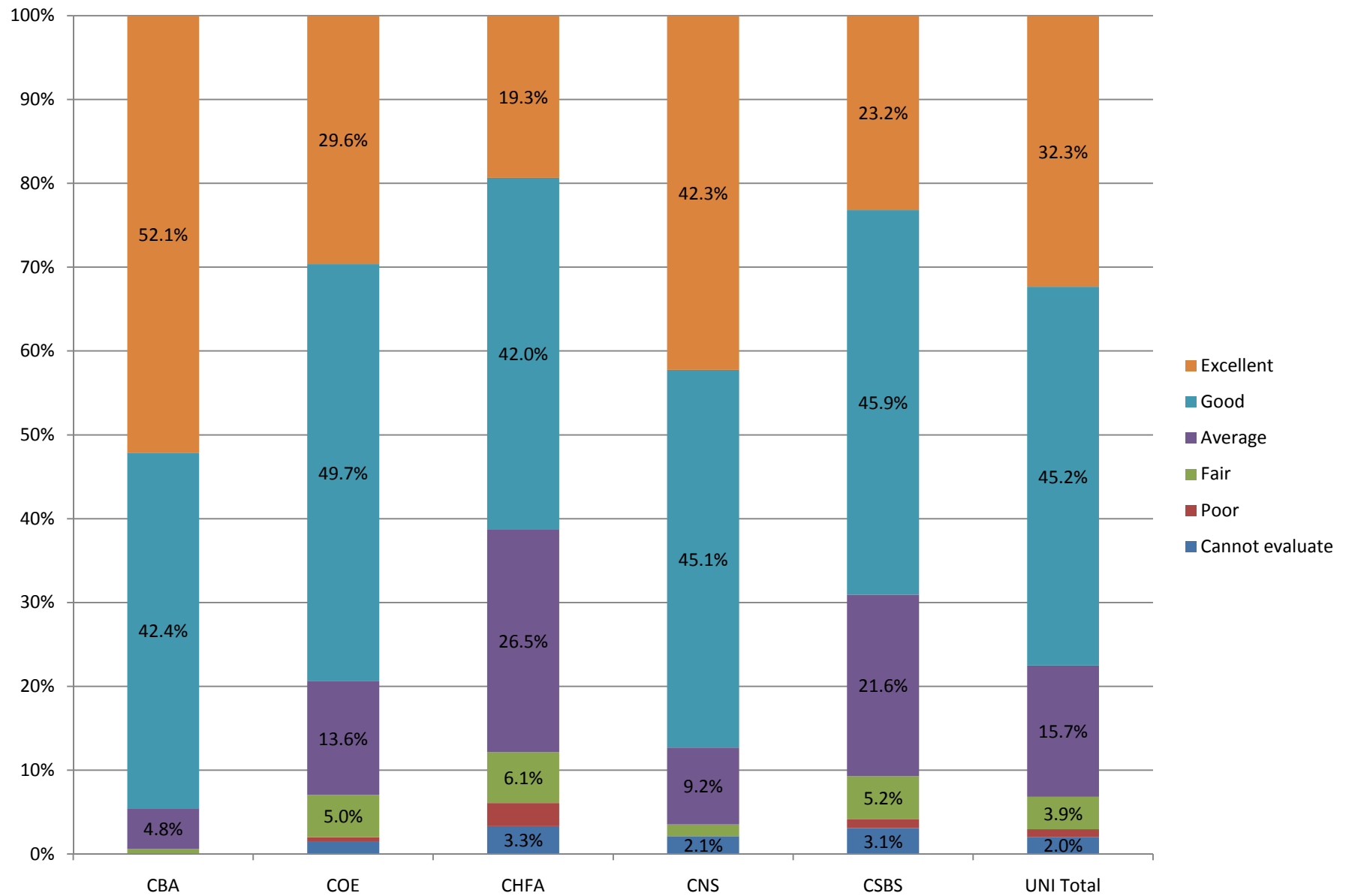
## Listening effectively



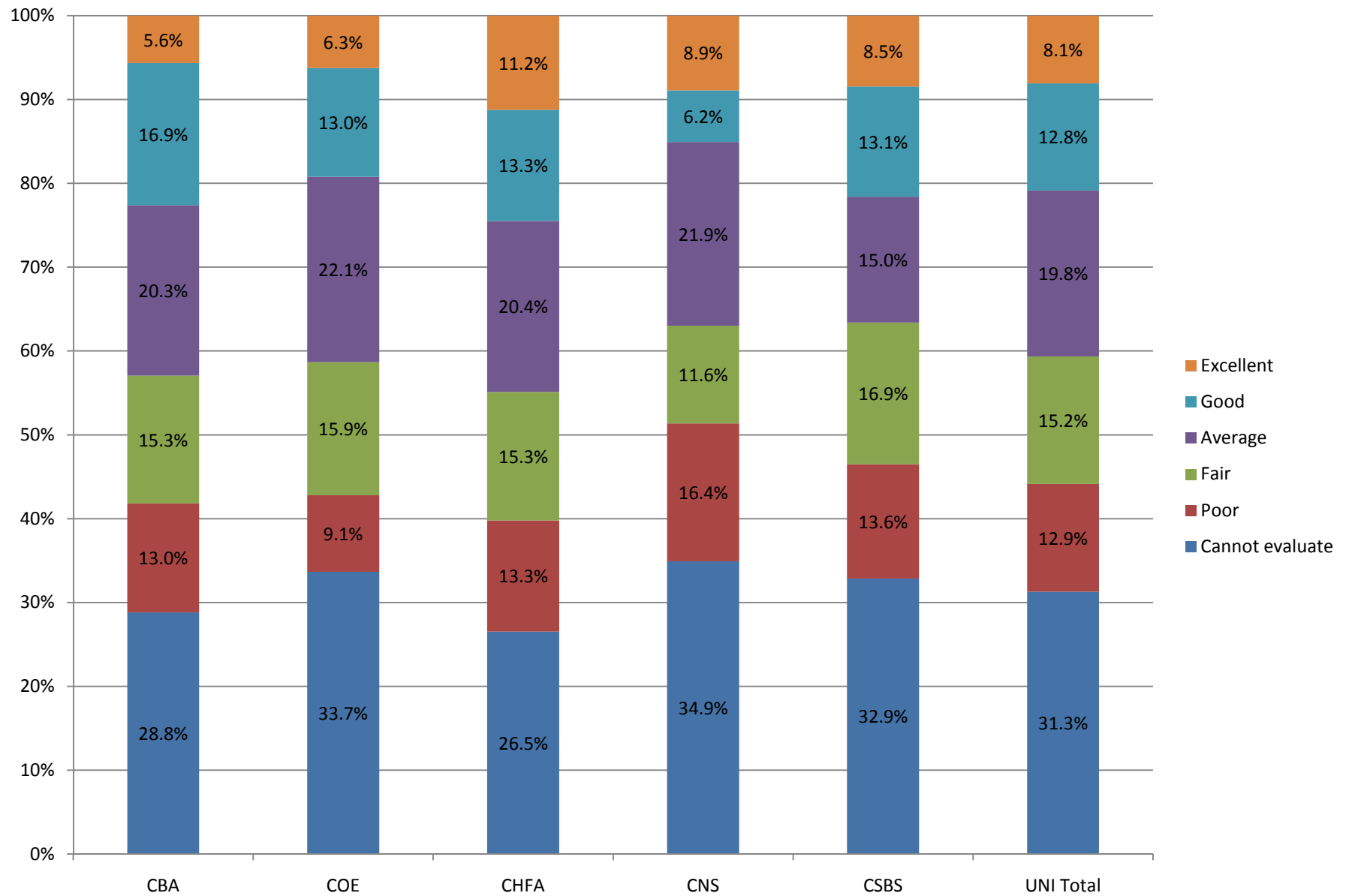
## Using basic computer skills (word processing, spreadsheets, etc.)



## Making basic calculations and computations

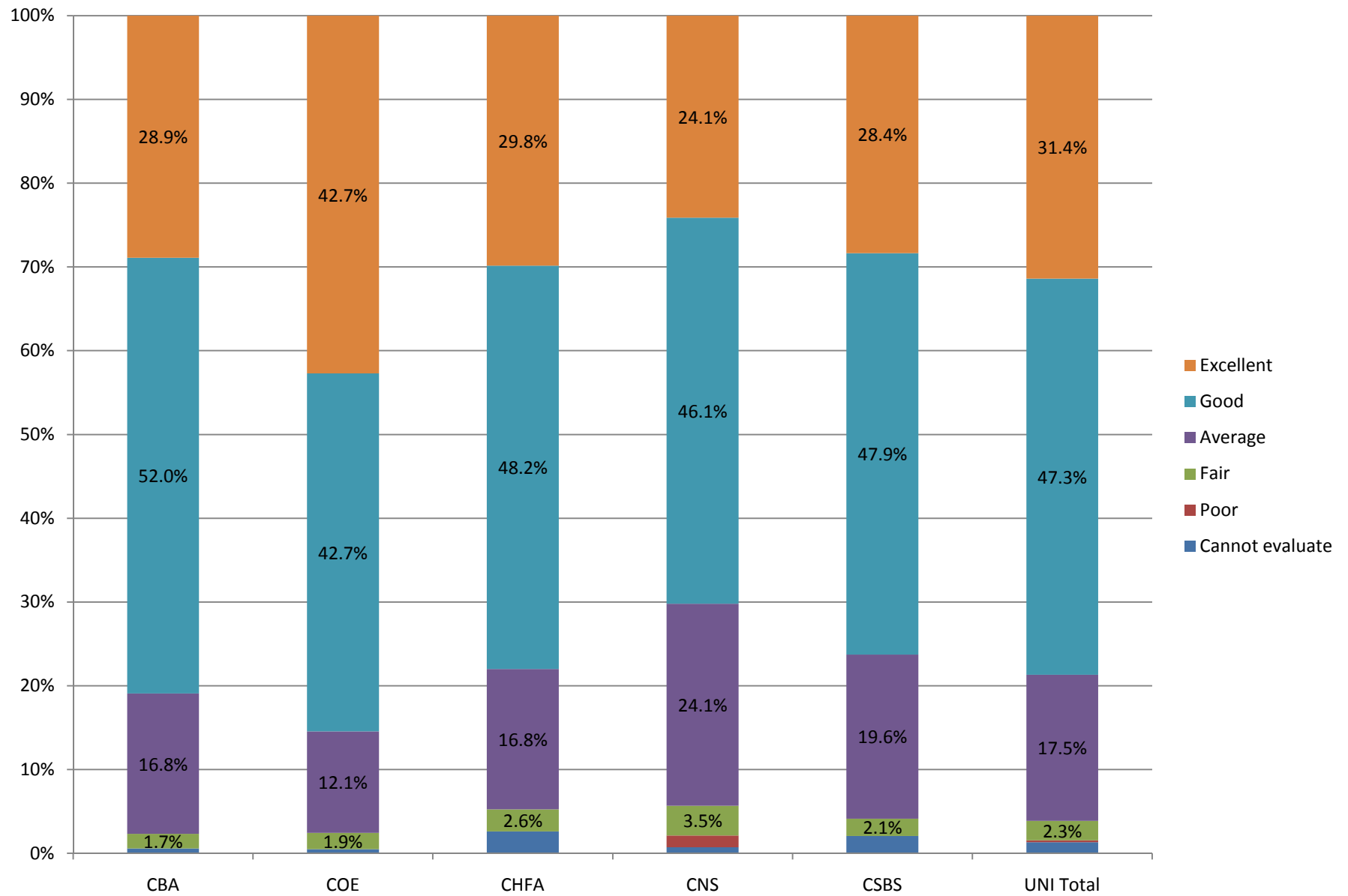


## Using foreign language skills

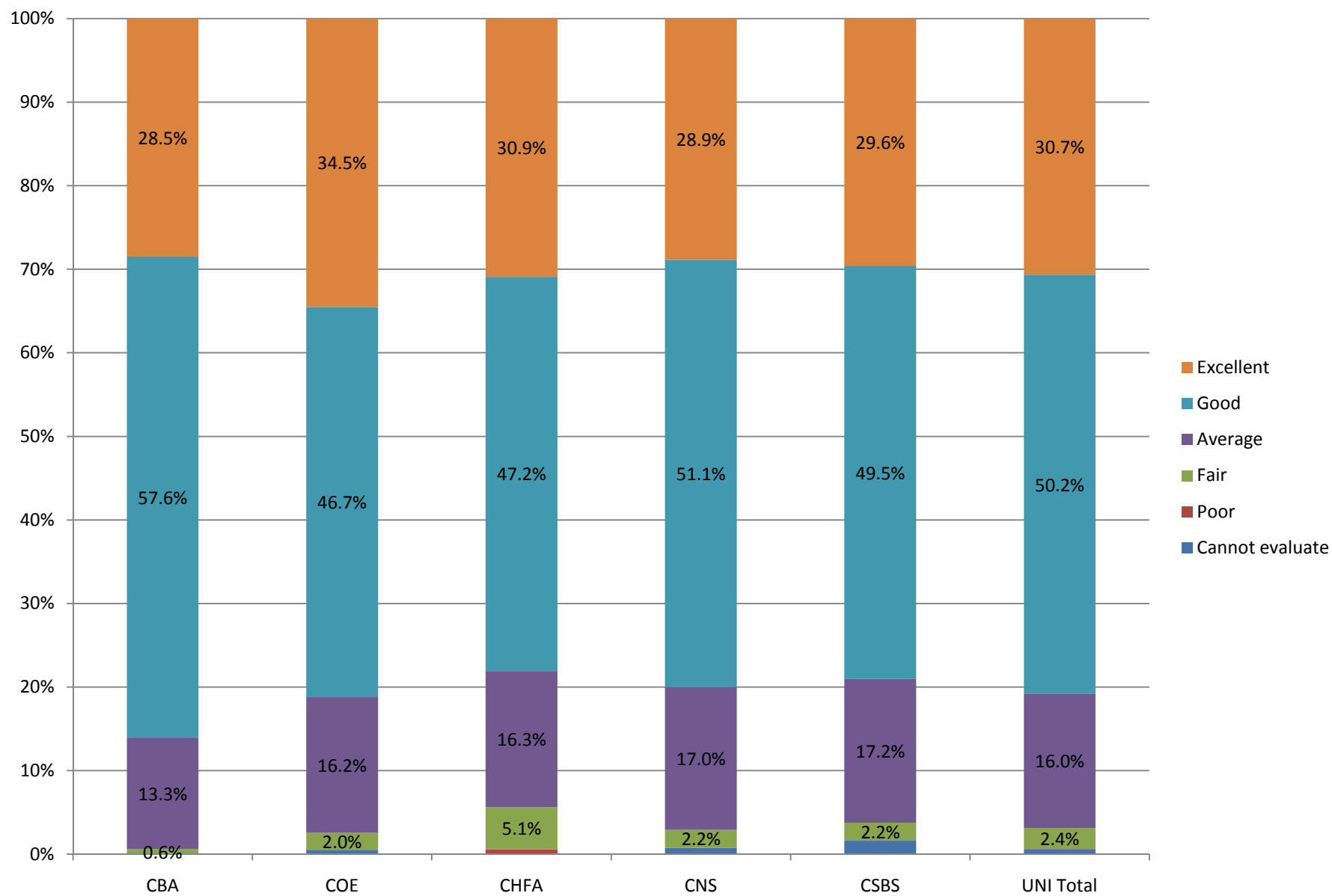




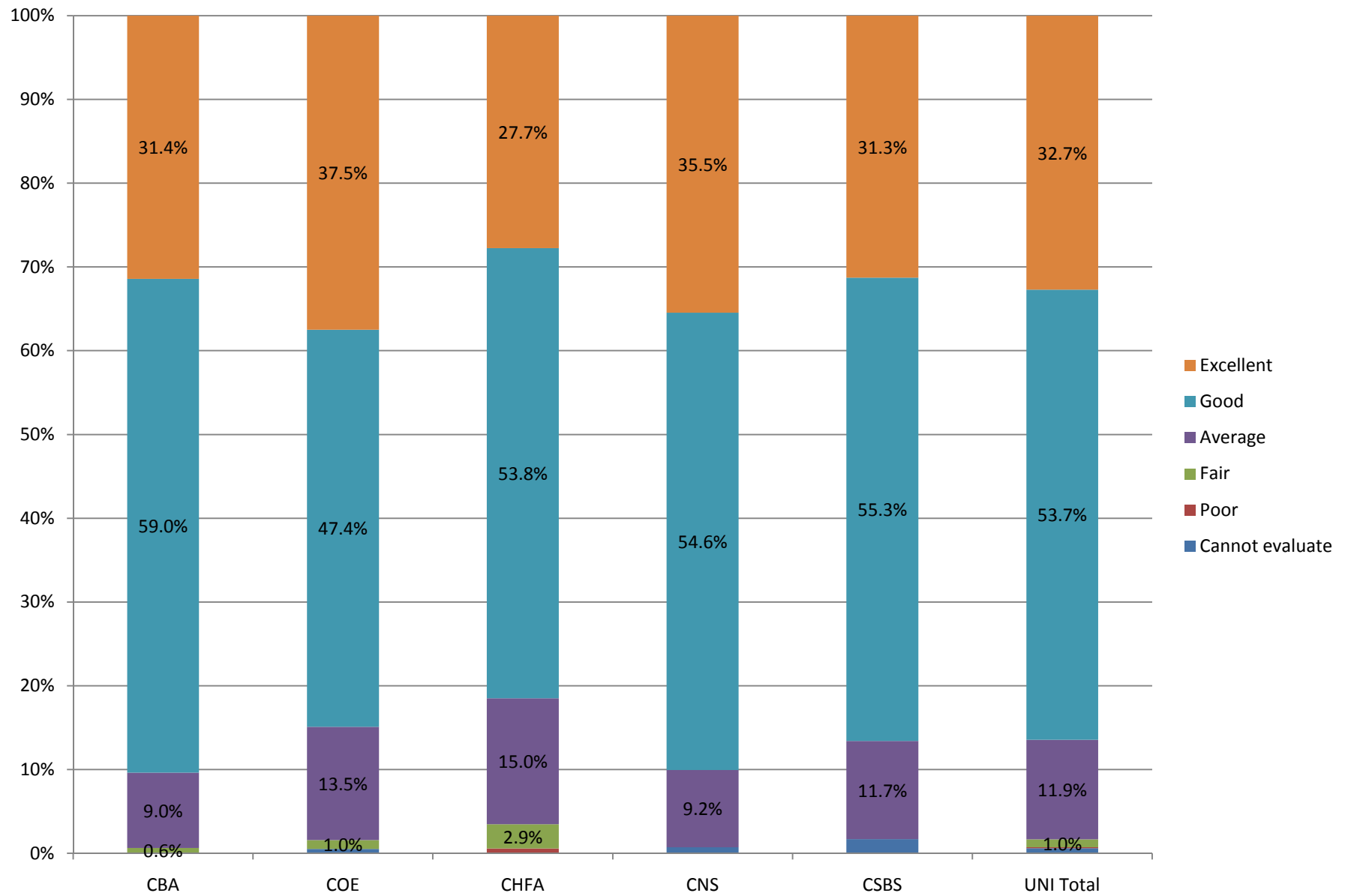
## Planning projects



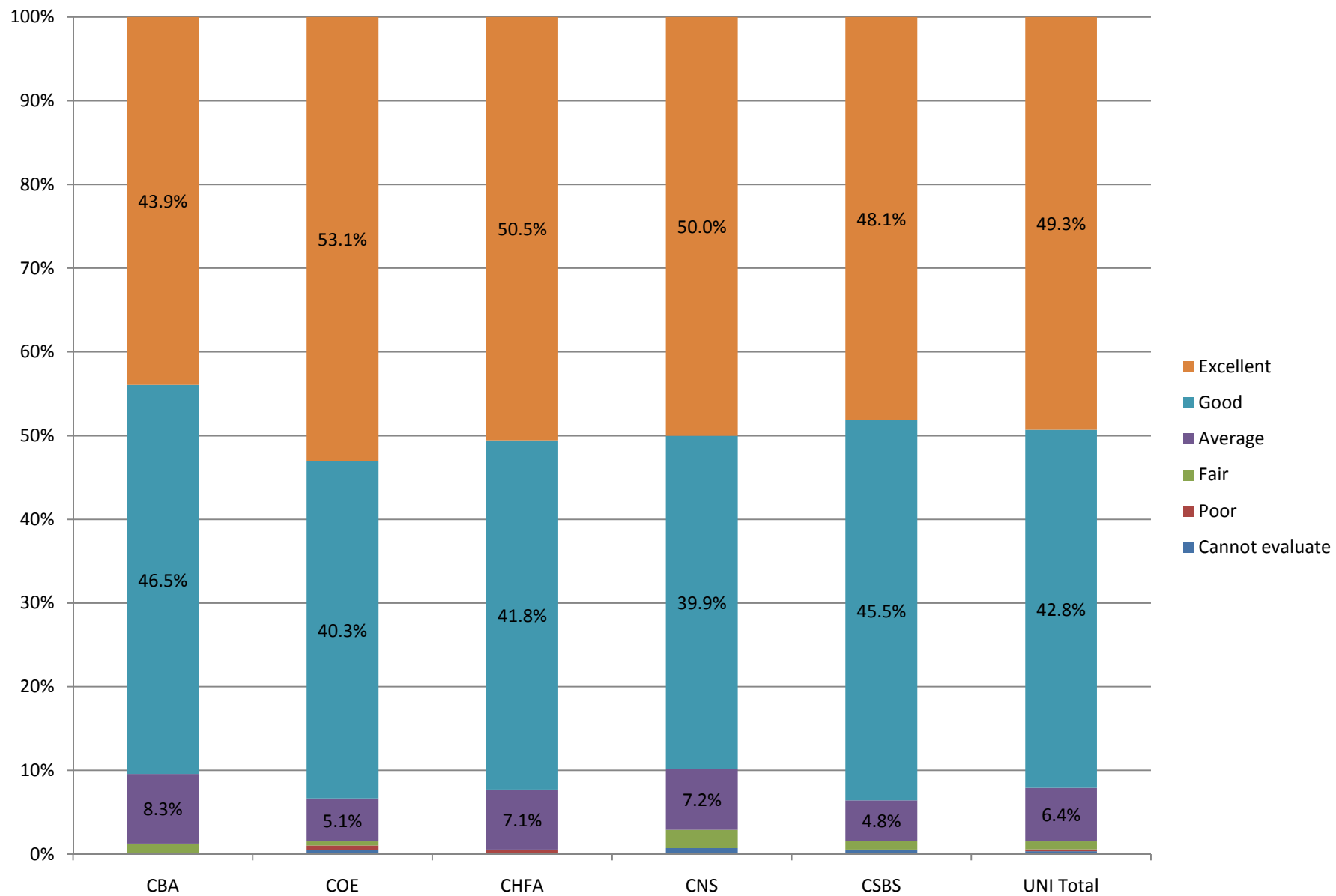
## Defining problems



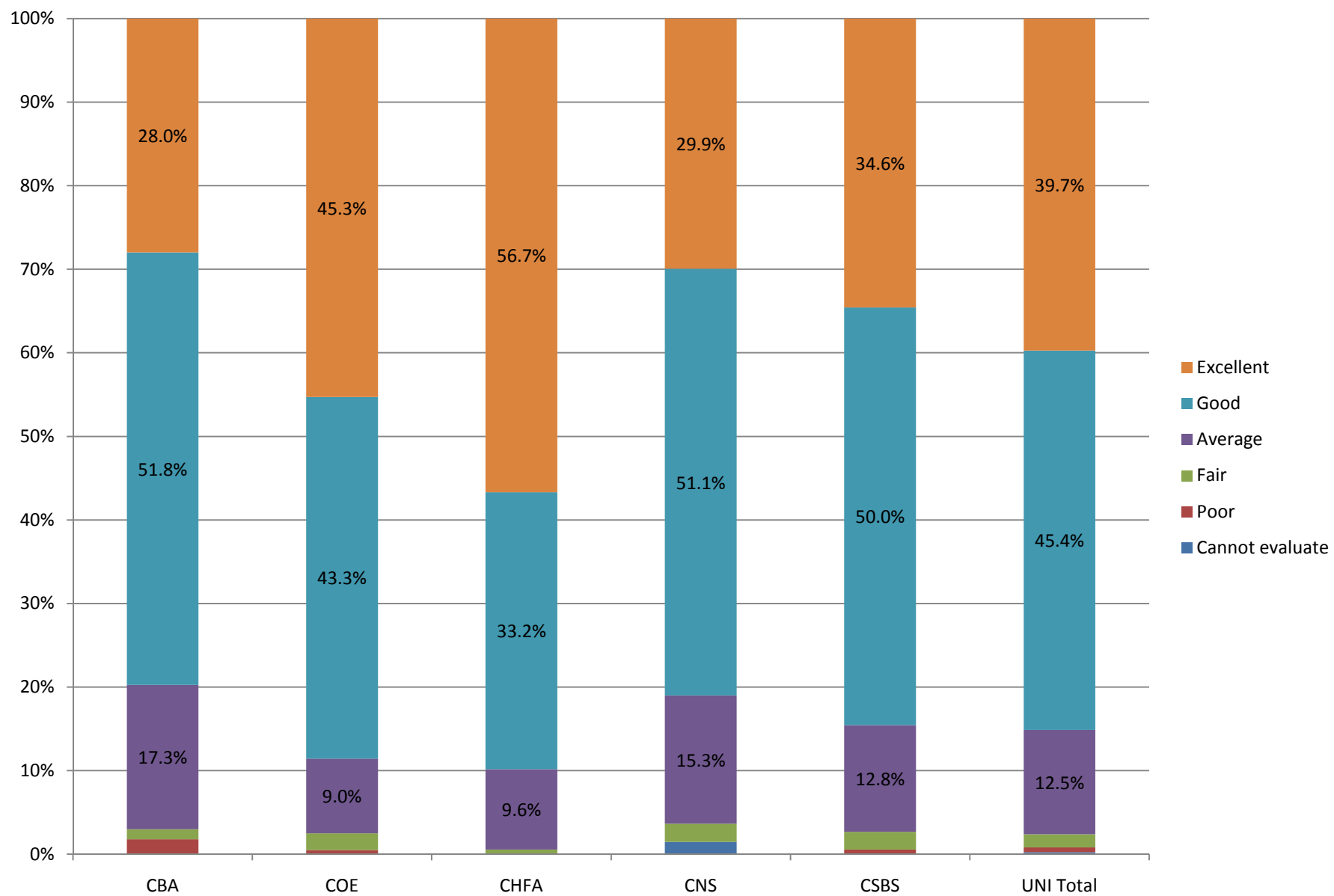
## Solving problems



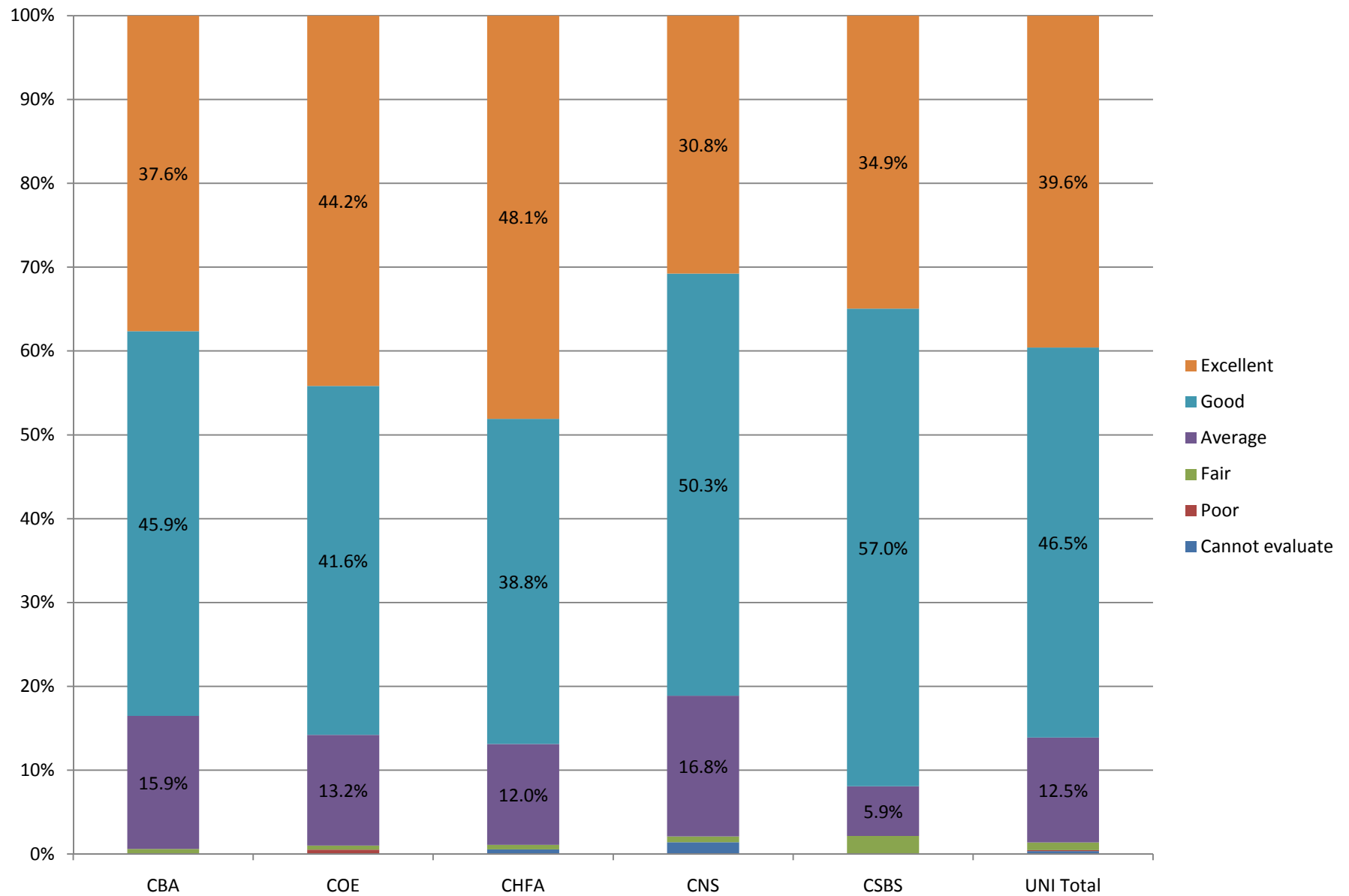
## Learning new things



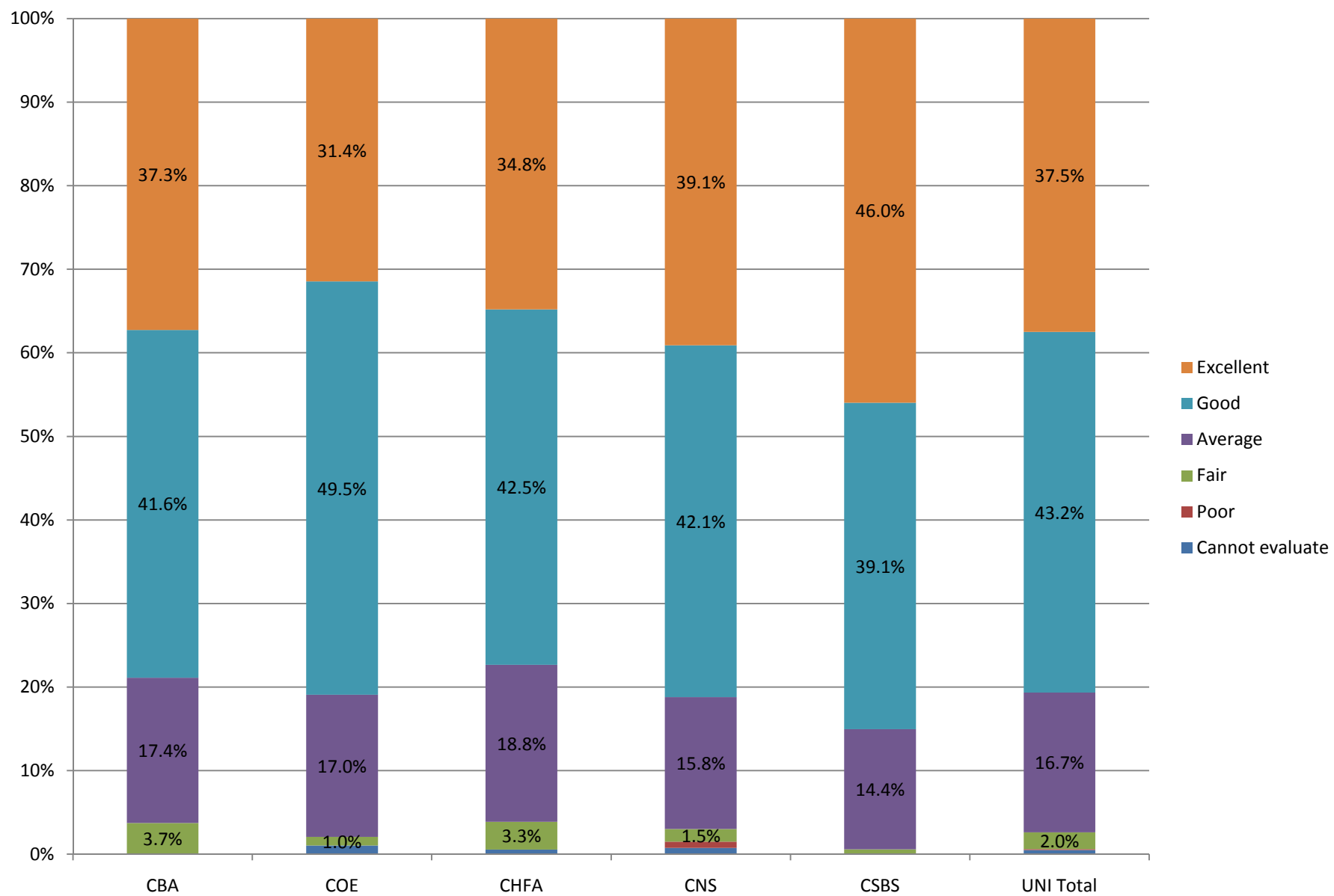
## Thinking creatively



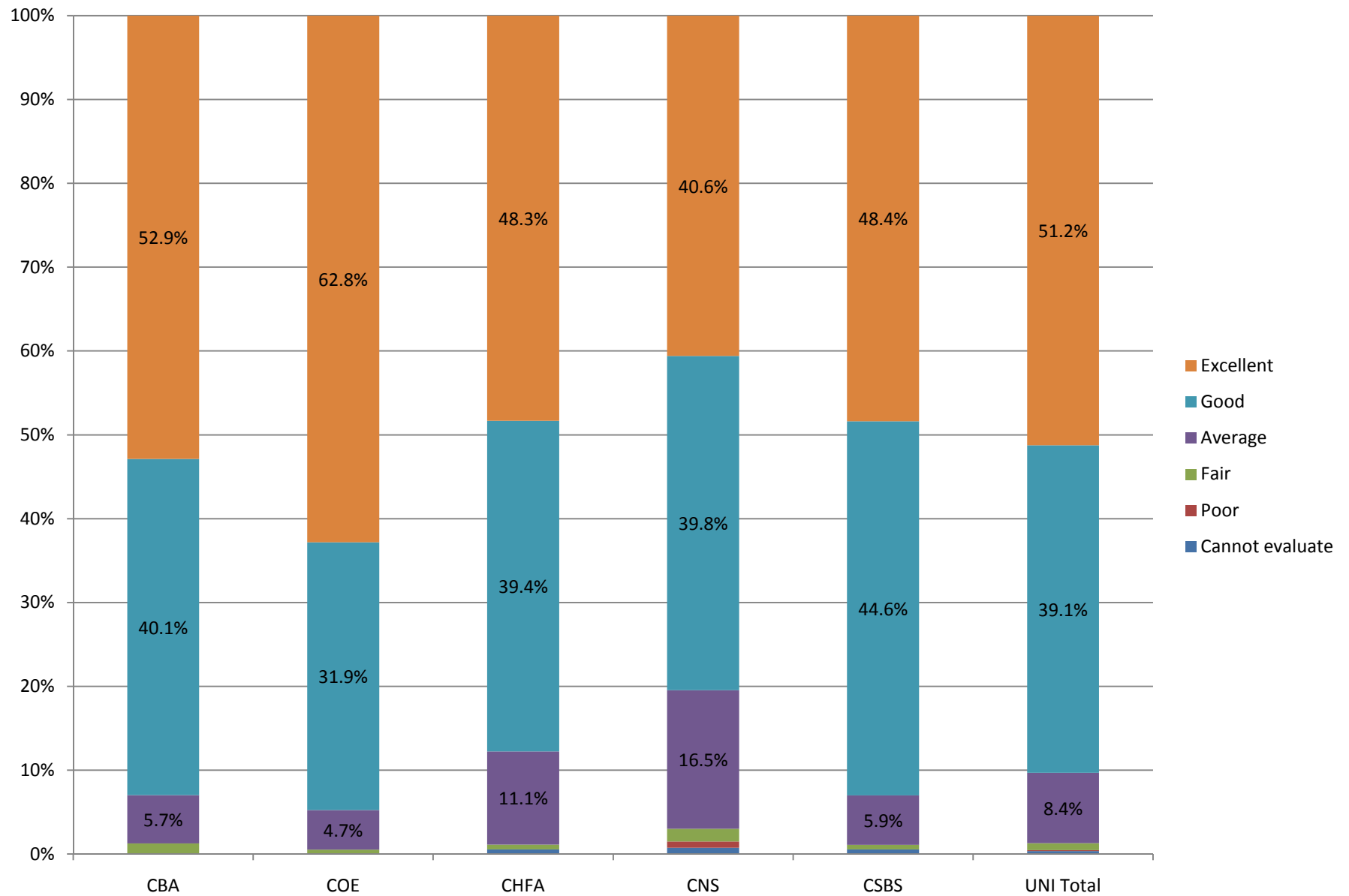
## Bringing information/ideas together from different areas



## Using research skills

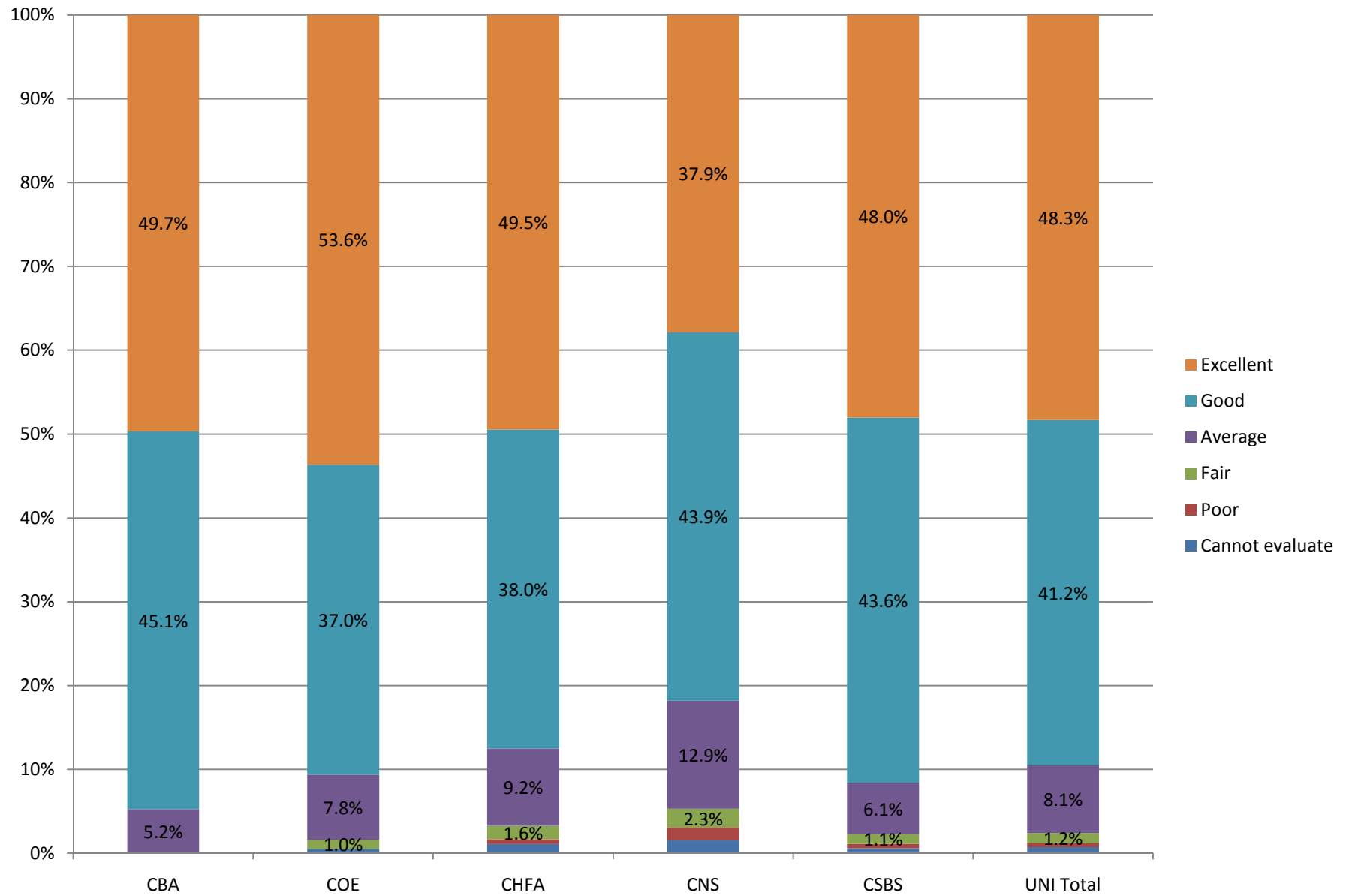


## Conducting yourself in a professional manner

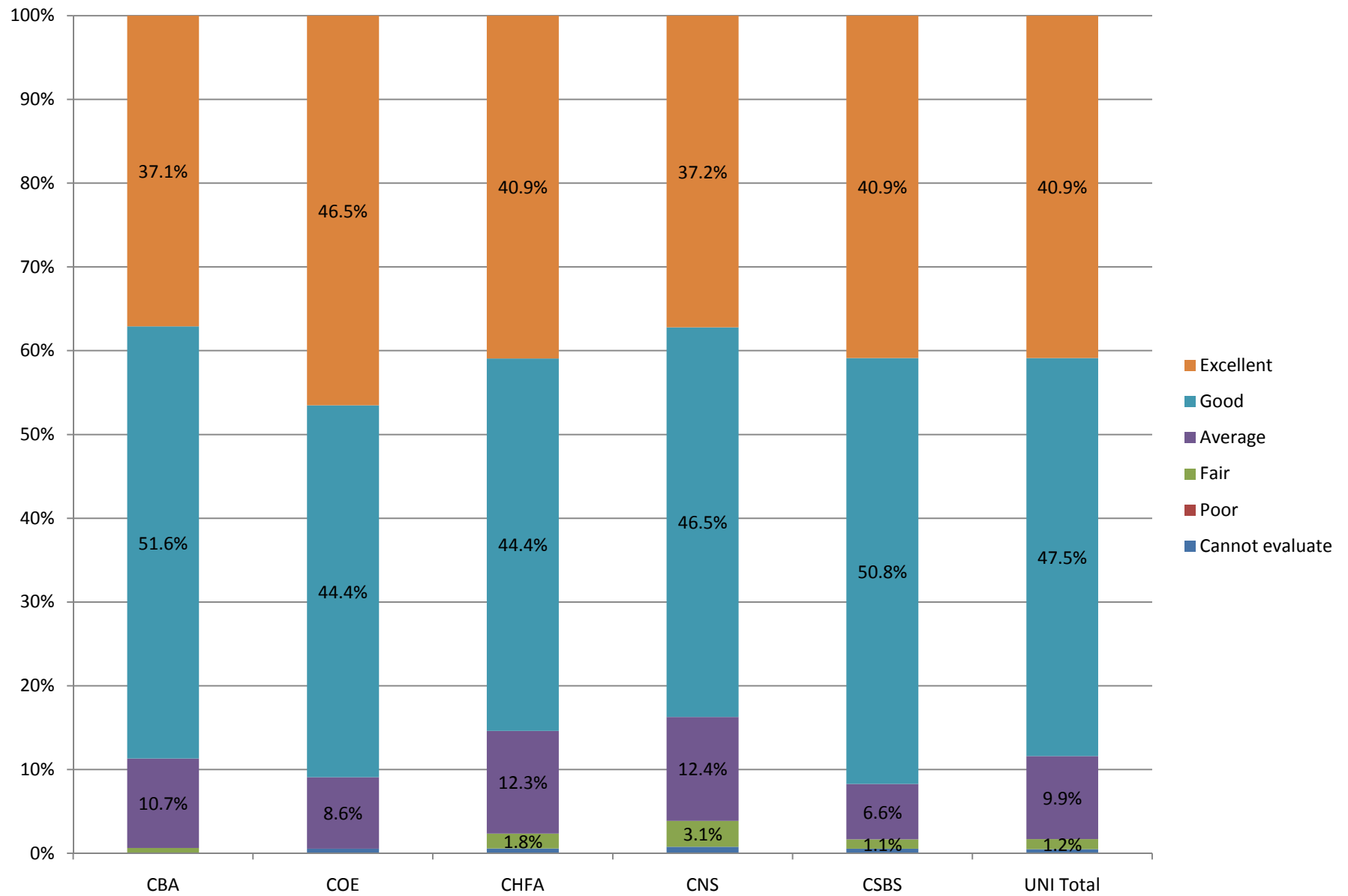




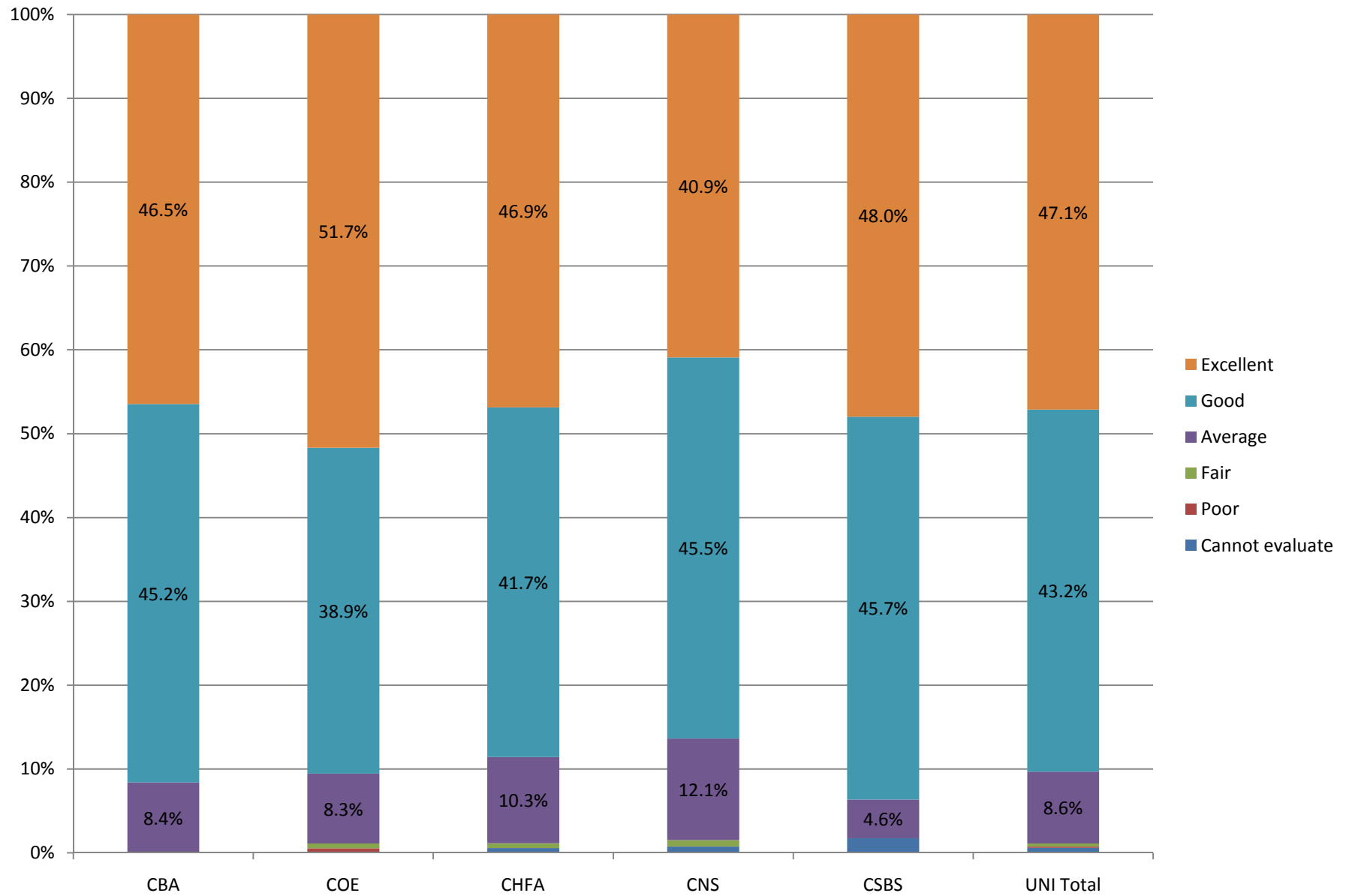
## Upholding ethical standards



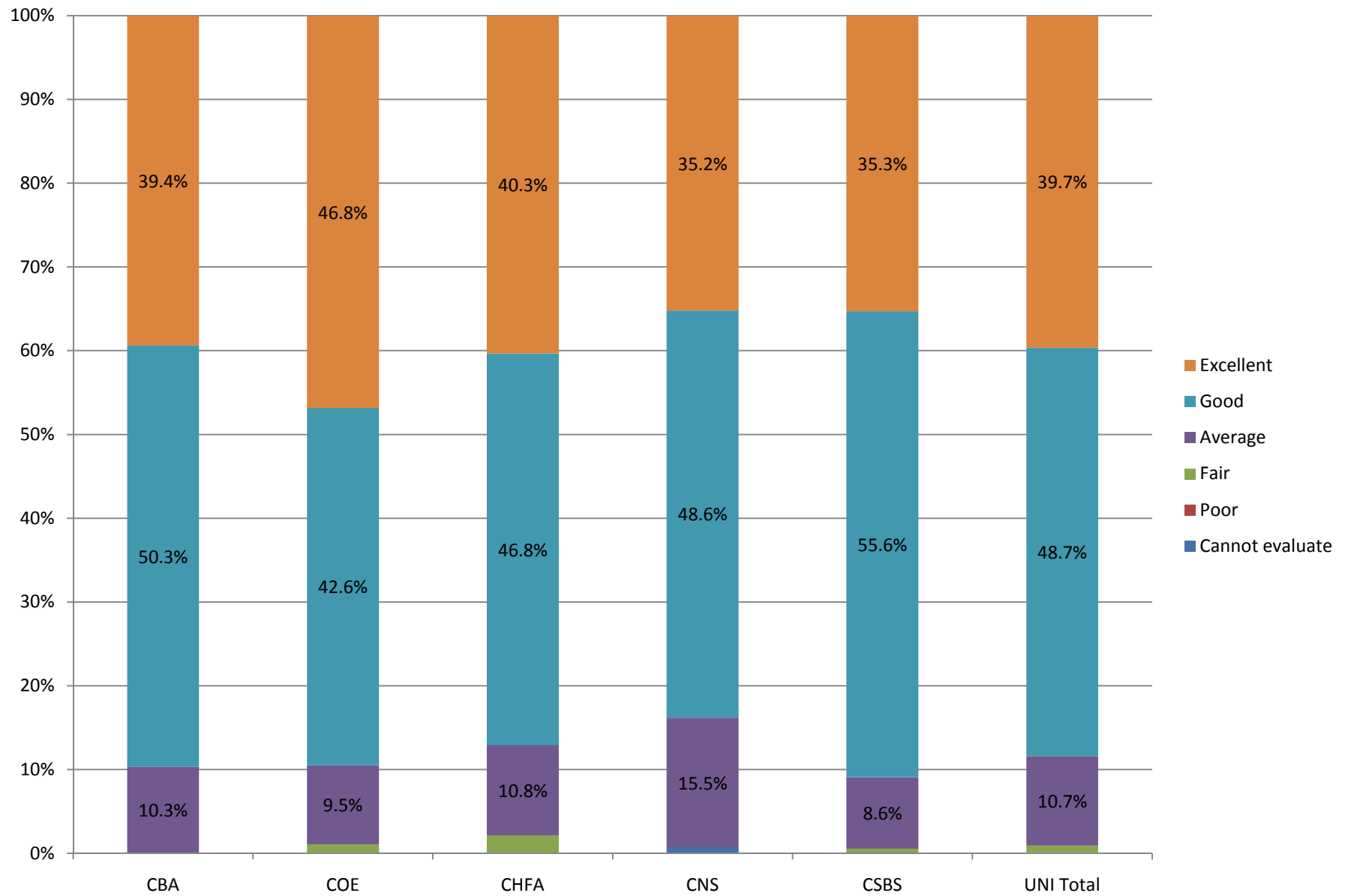
## Adapting to change



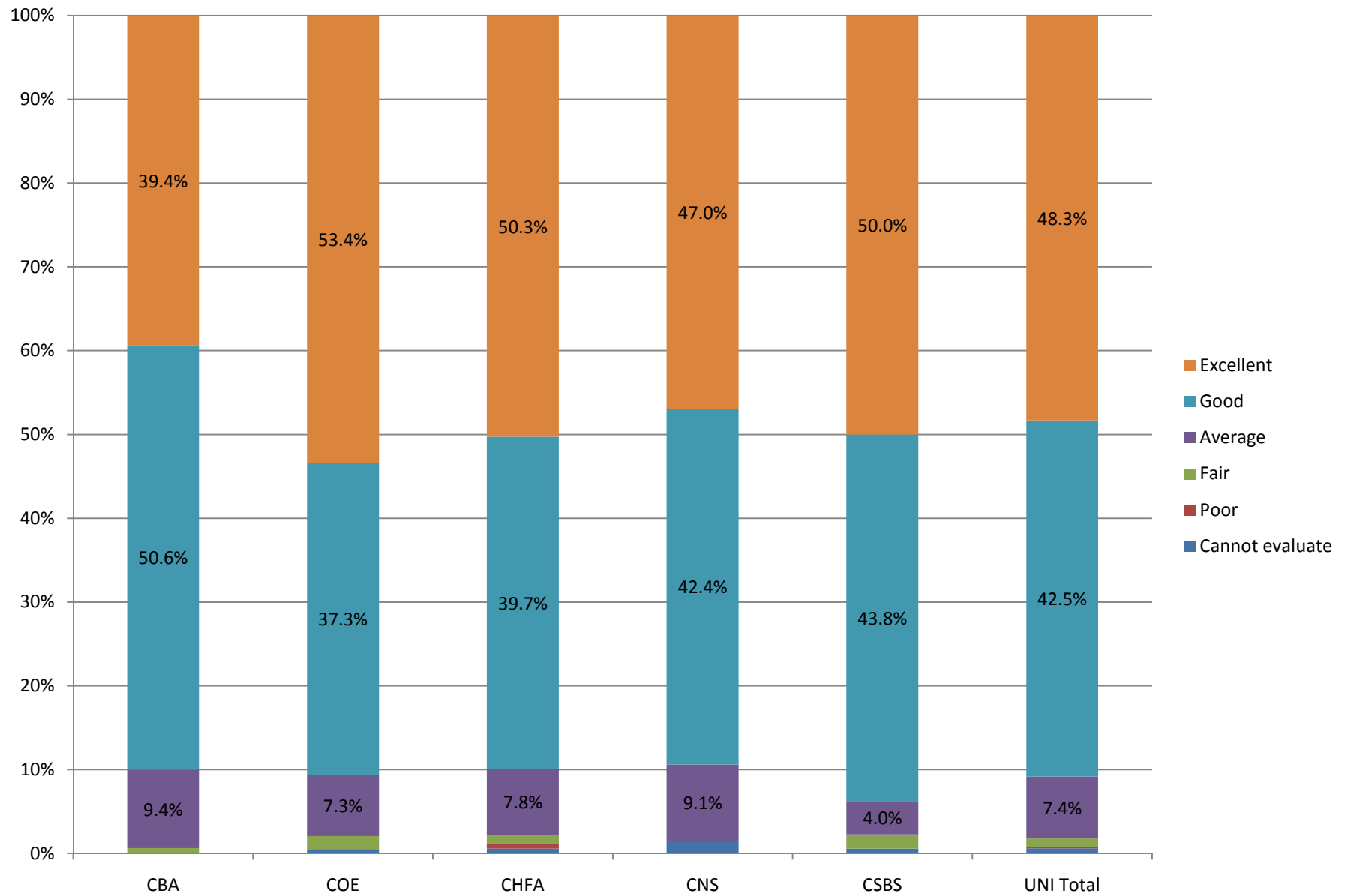
## Working under pressure



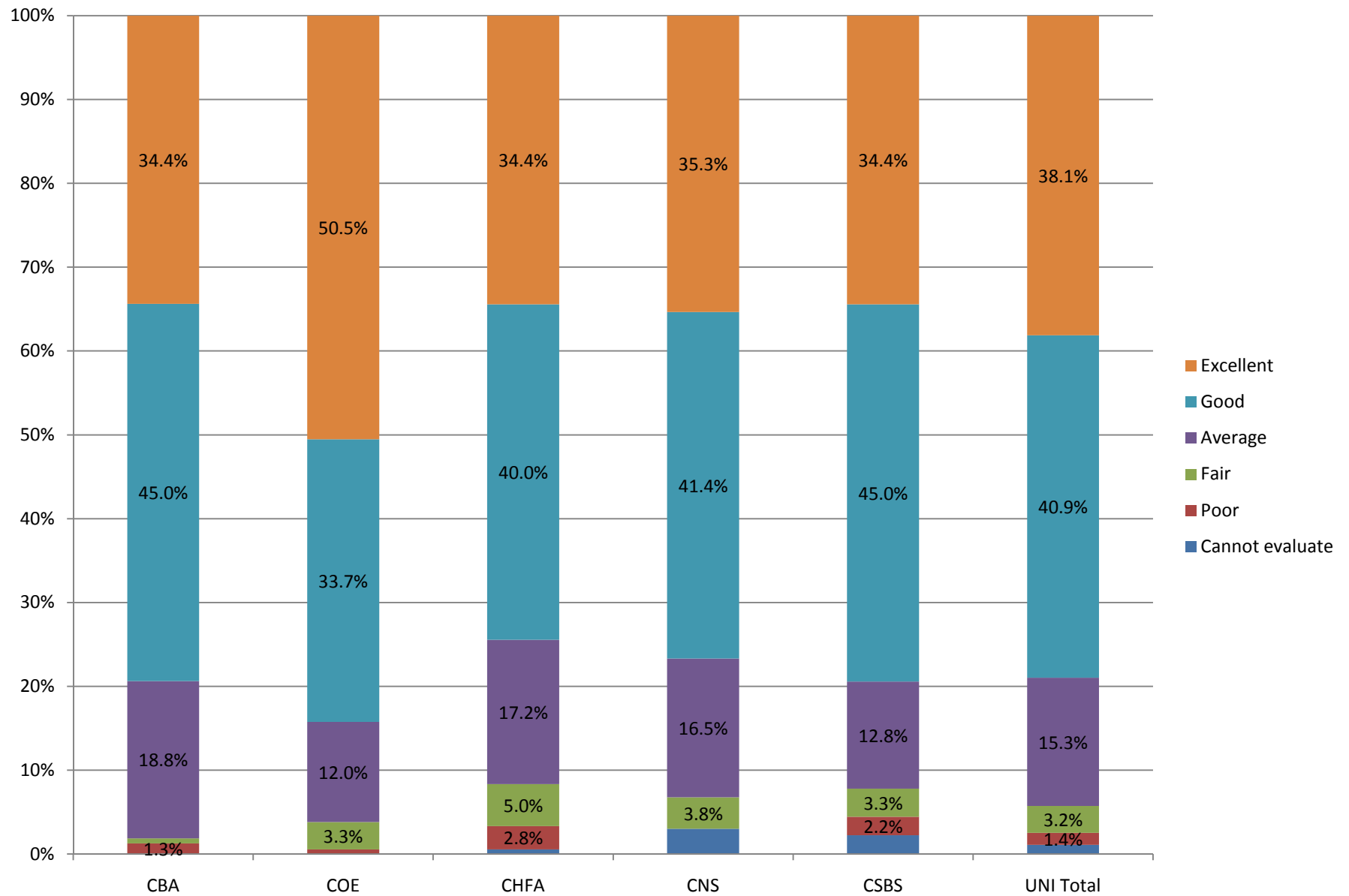
## Making decisions



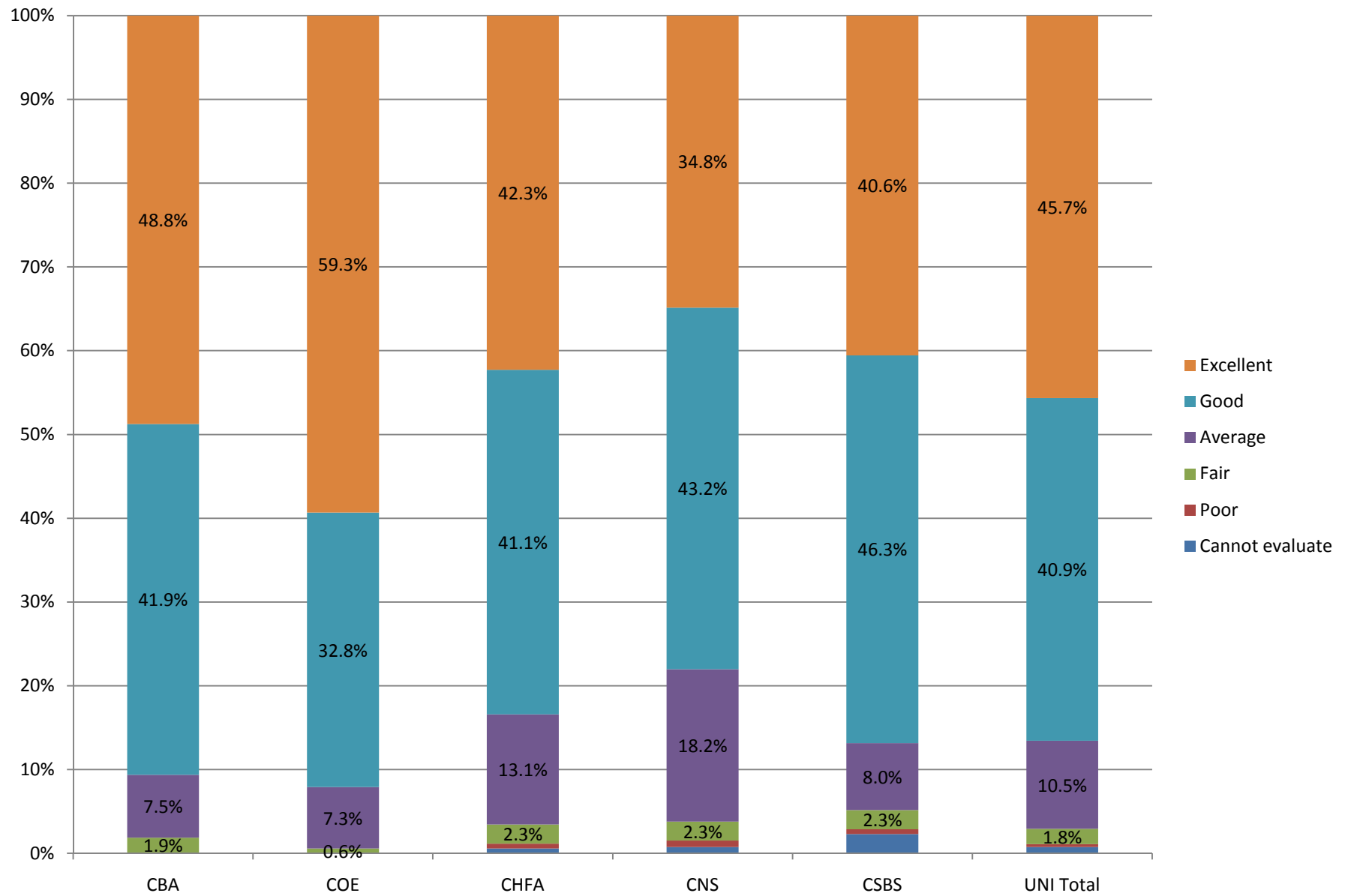
## Working independently



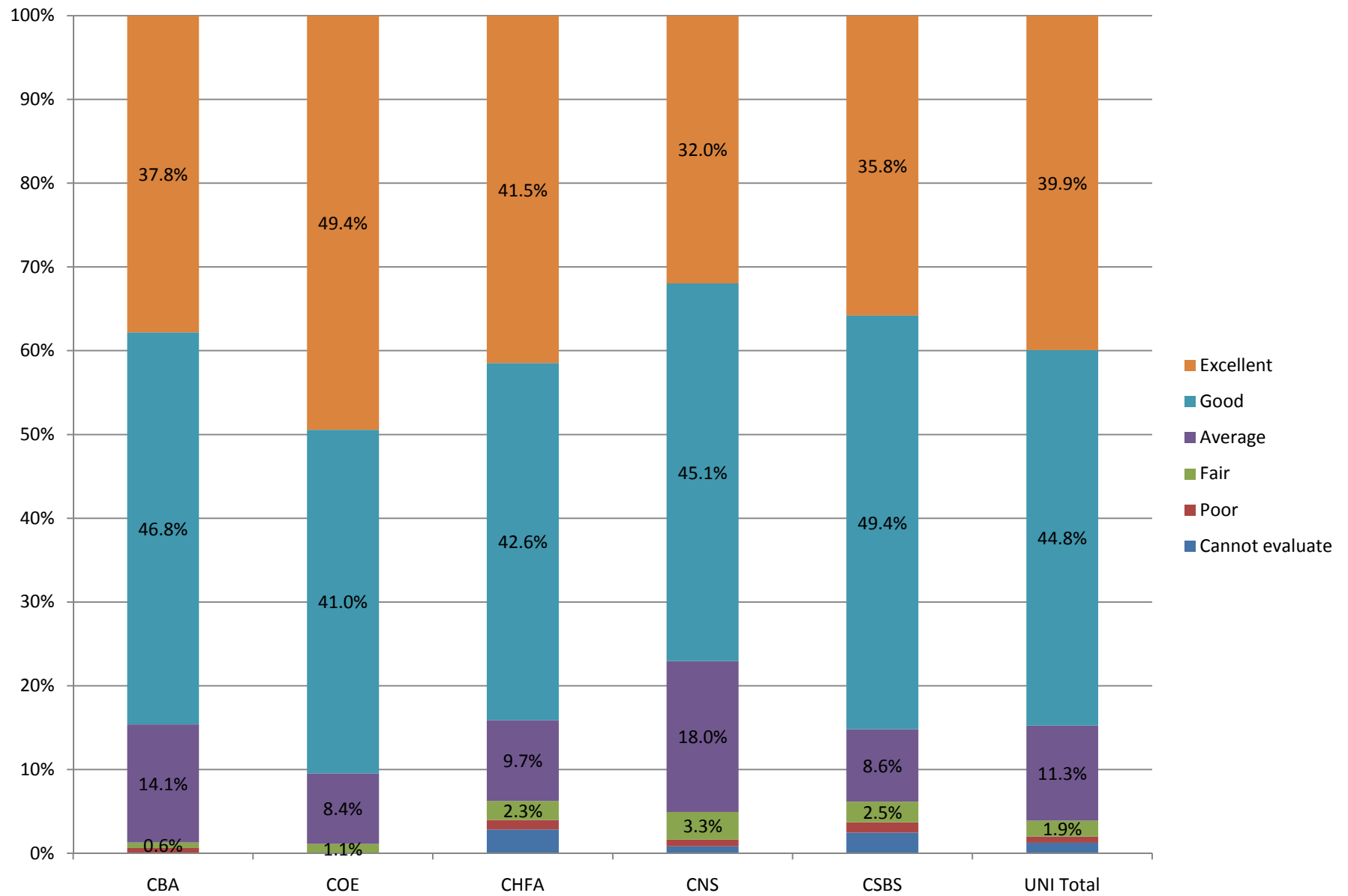
## Working with people of diverse backgrounds



## Working as a team

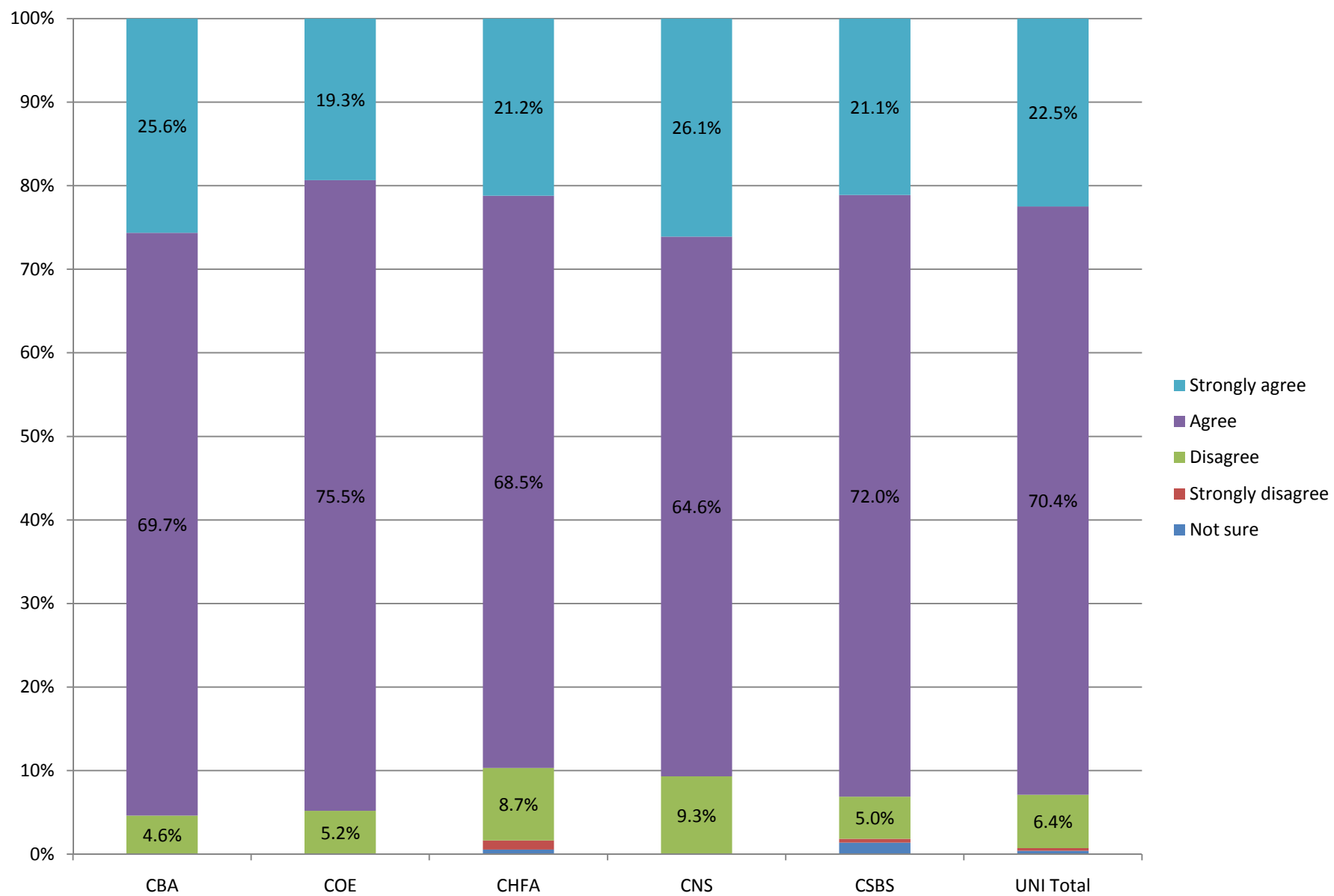


## Leading others

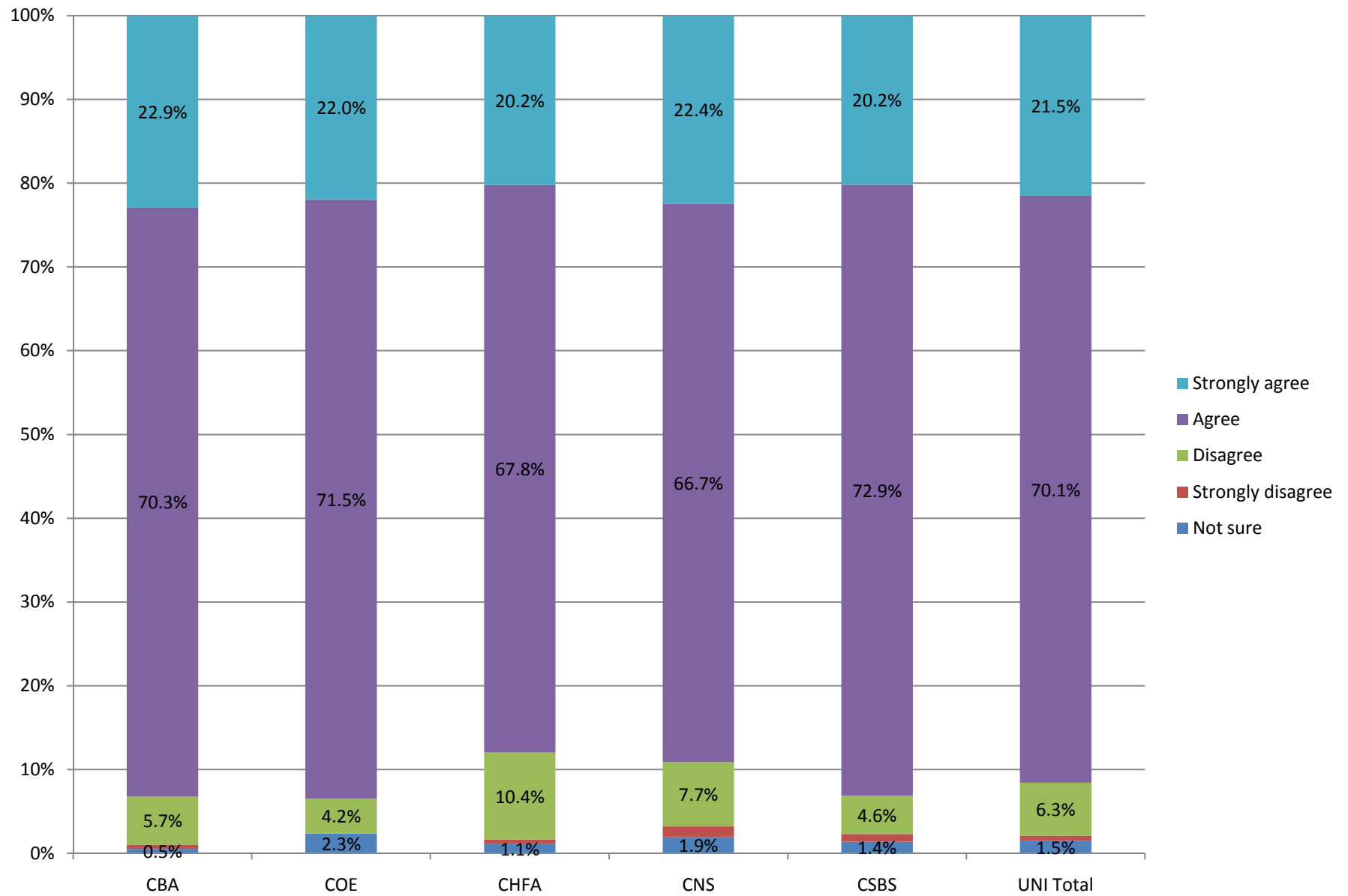




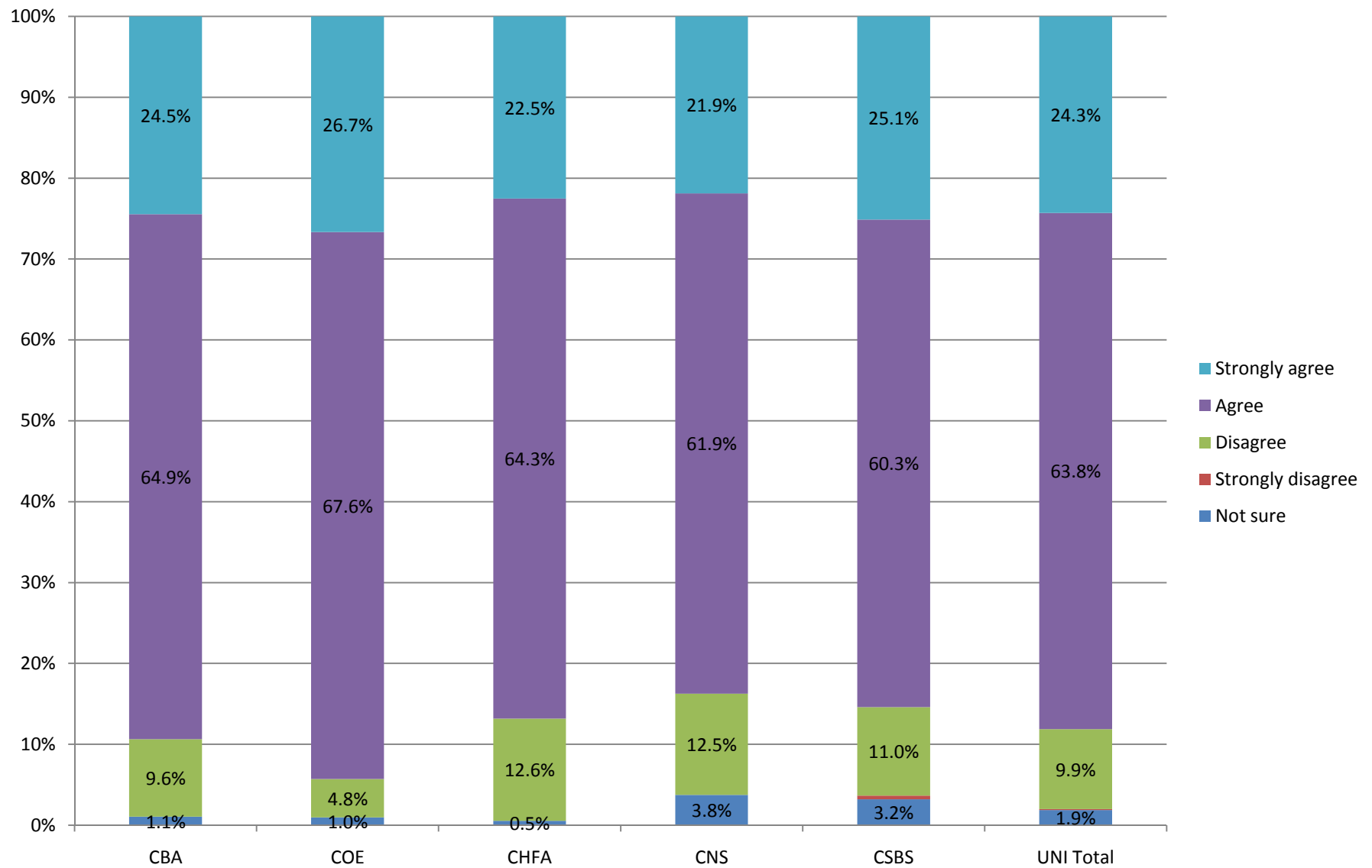
## Most of the courses I took at UNI were intellectually demanding



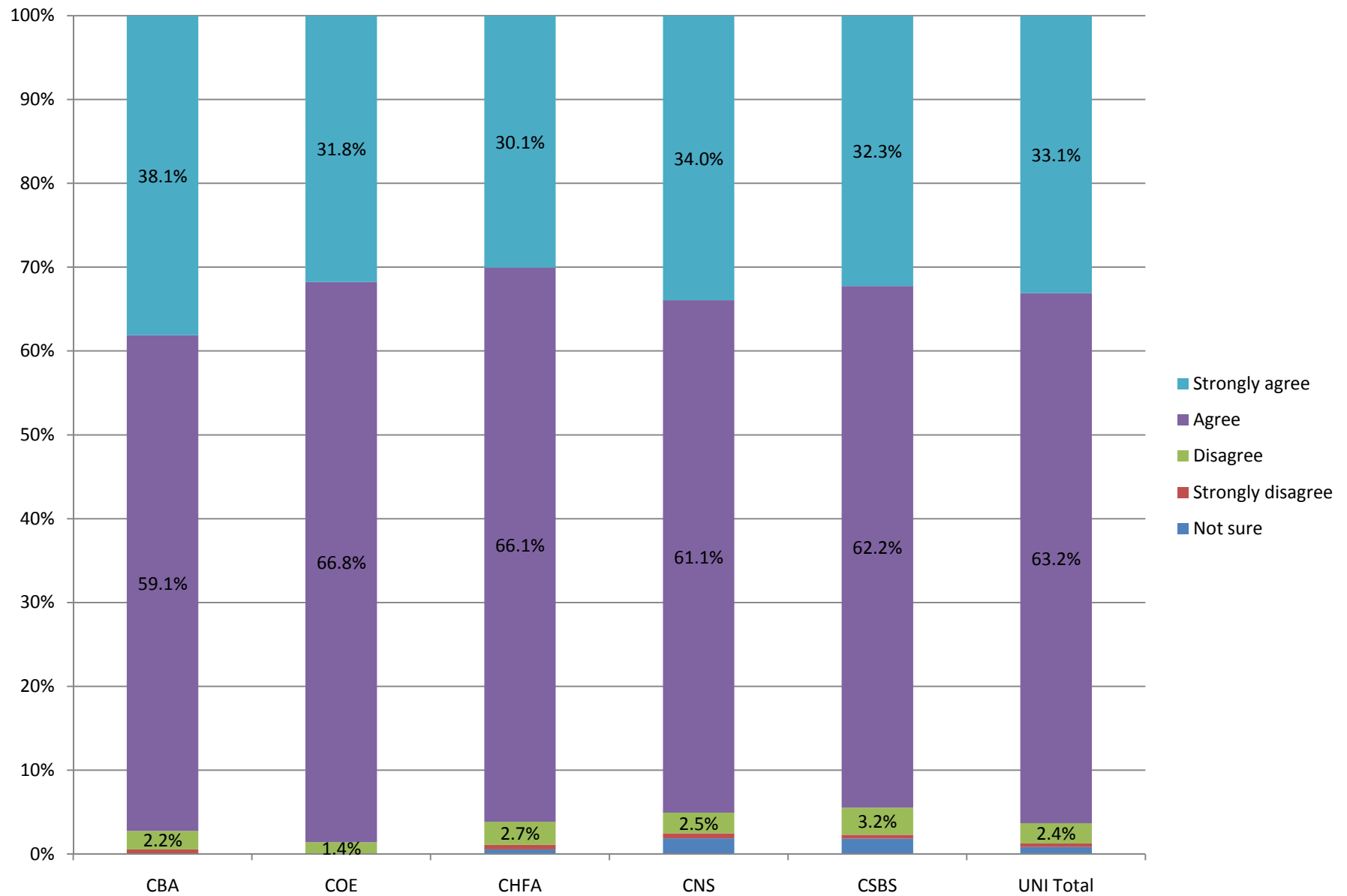
## Most of my instructors were intellectually stimulating



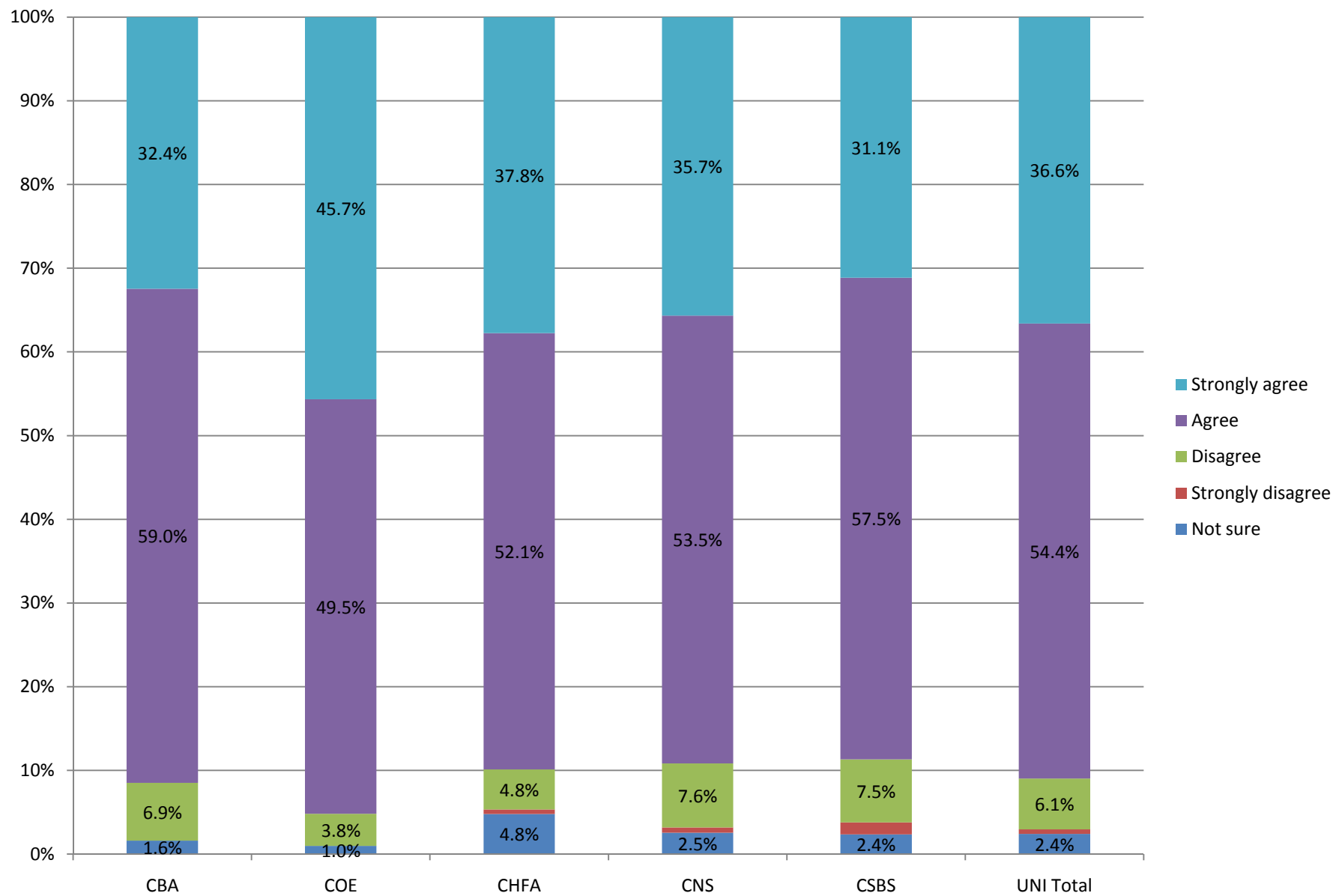
## Most of my courses required integration of subject matter from several academic areas



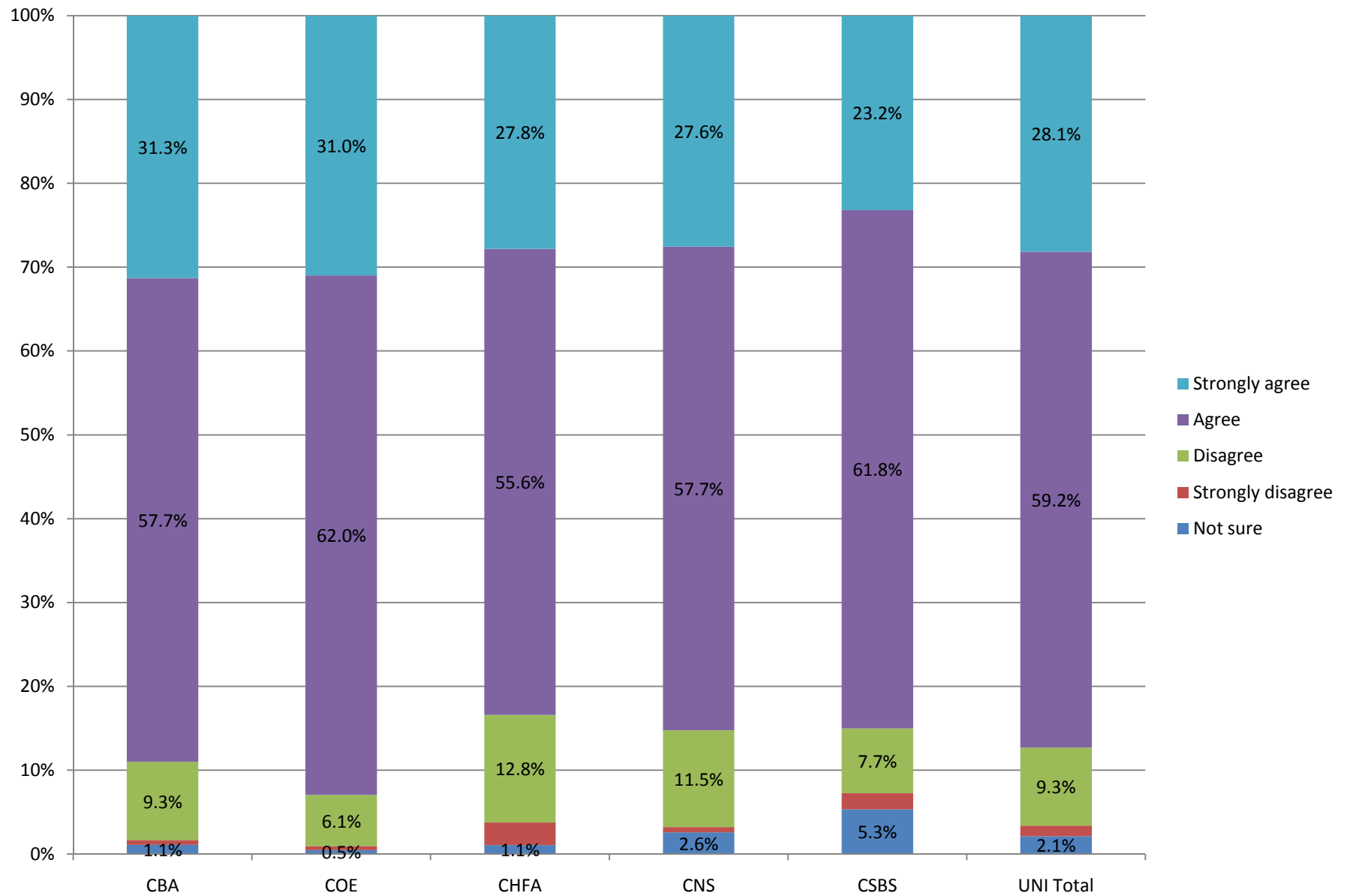
## My learning experience was cumulative over a series of courses



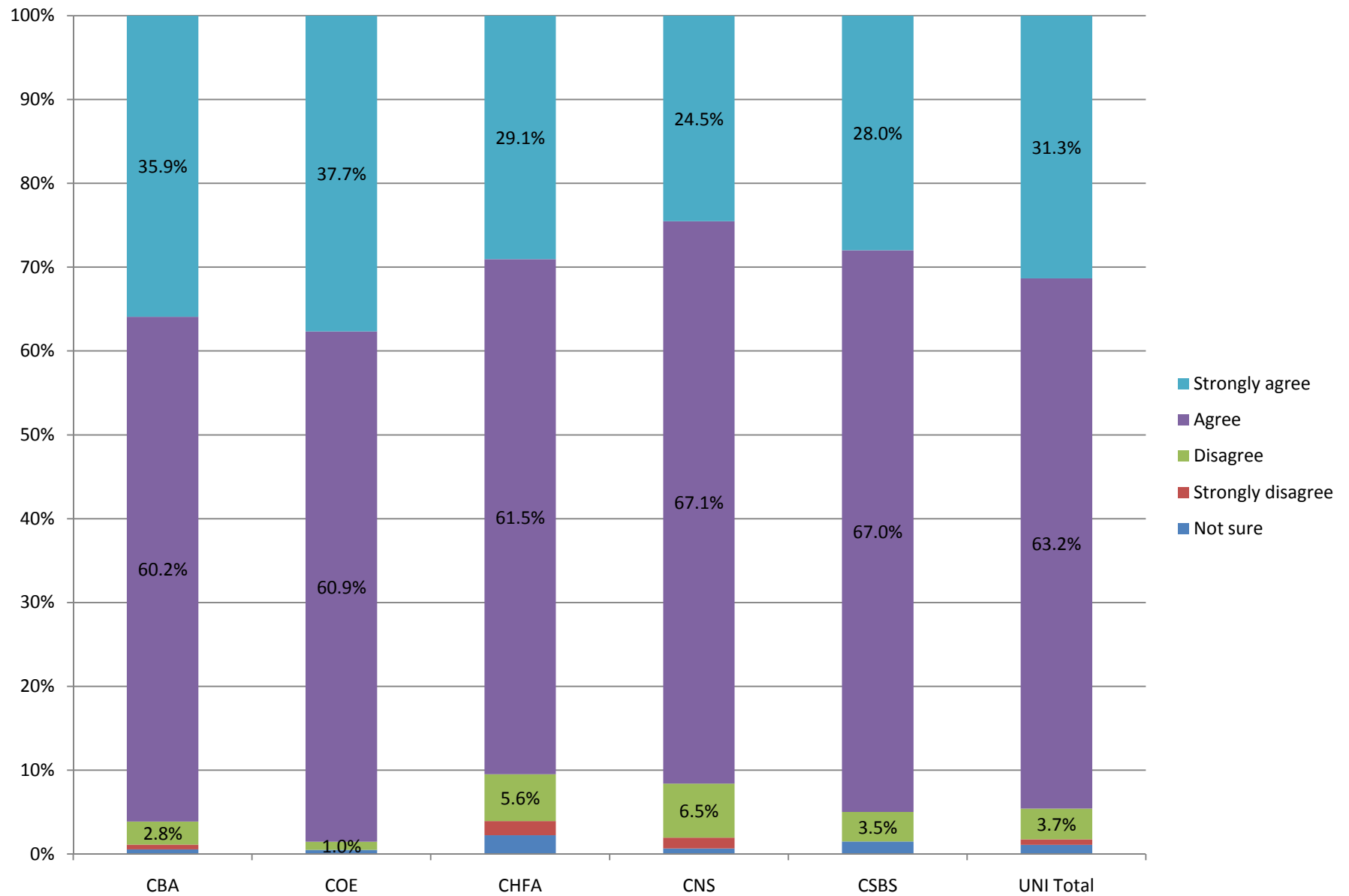
## My academic experience at UNI made me want to be a lifelong learner



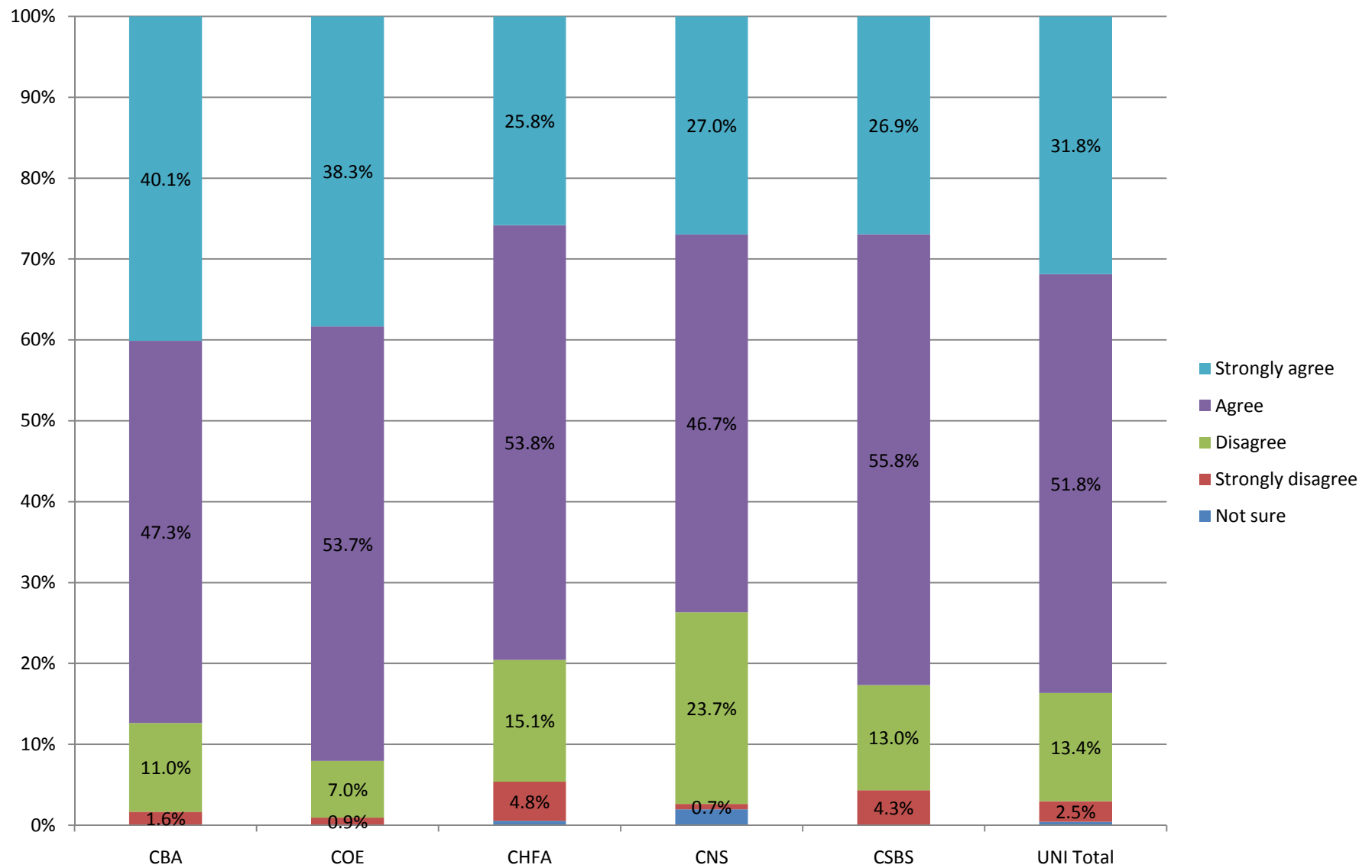
## Most of my students peers valued high academic achievement



## The overall quality of teaching at UNI is excellent

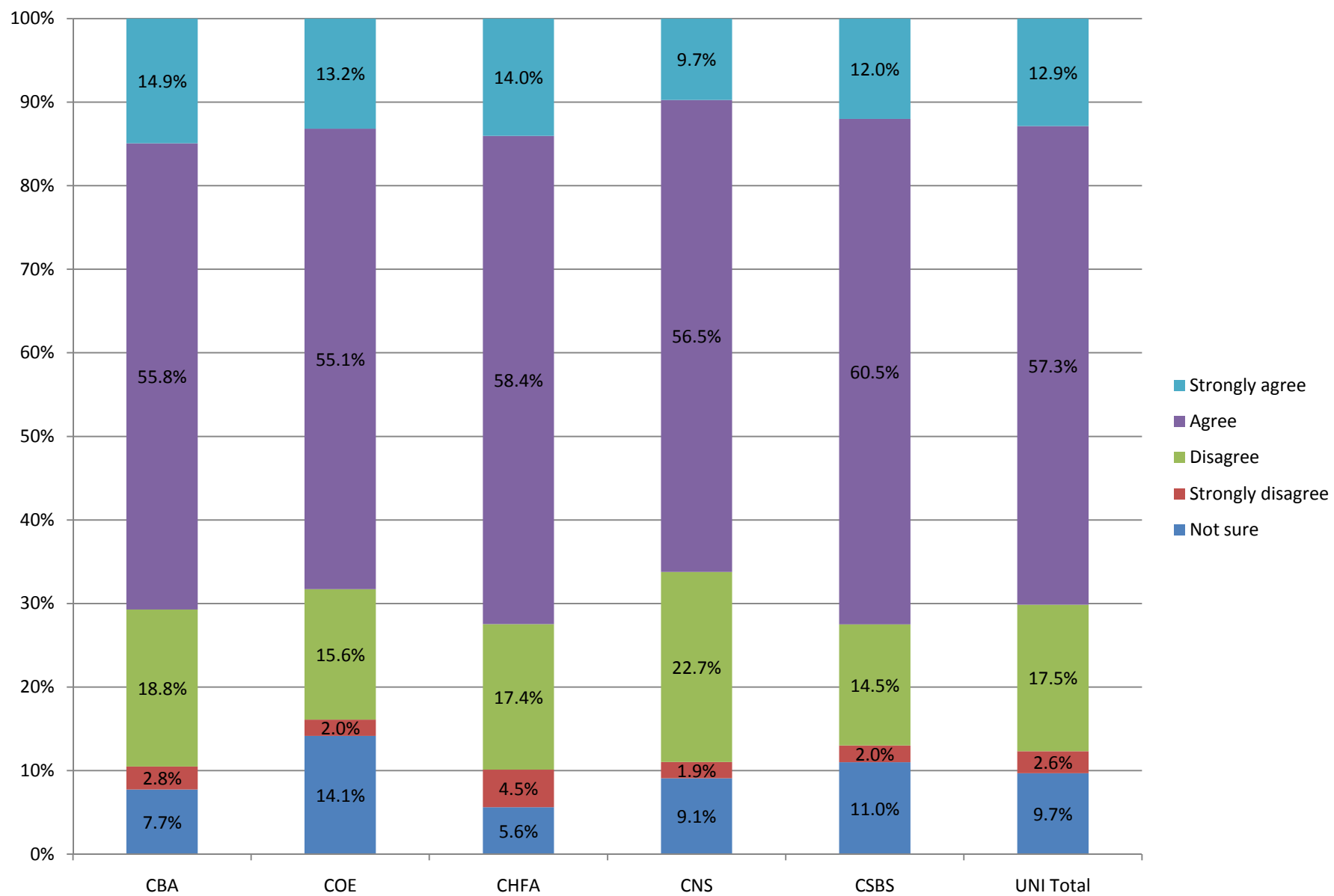


## Most of the courses in my major were readily available when I wanted to take them

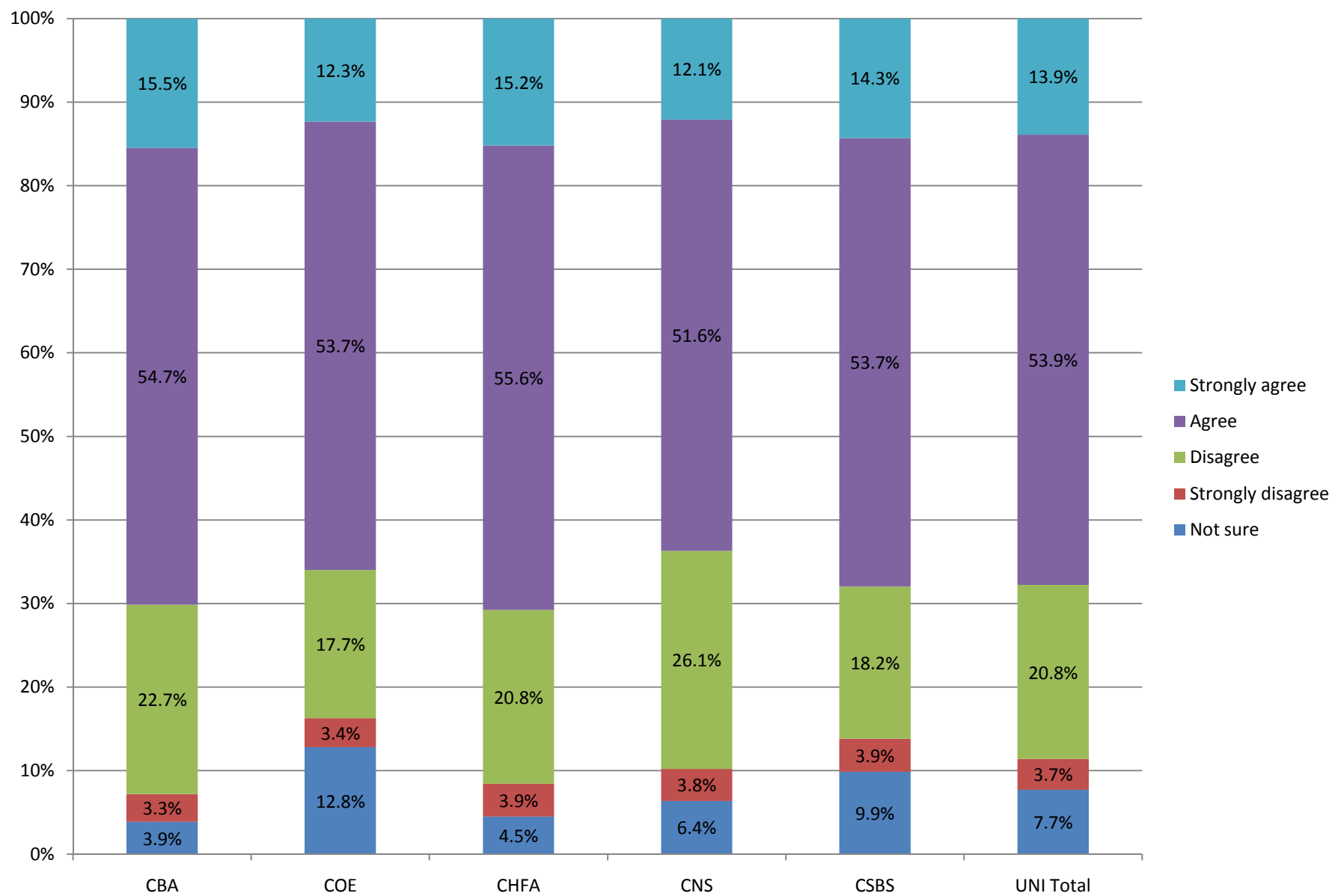




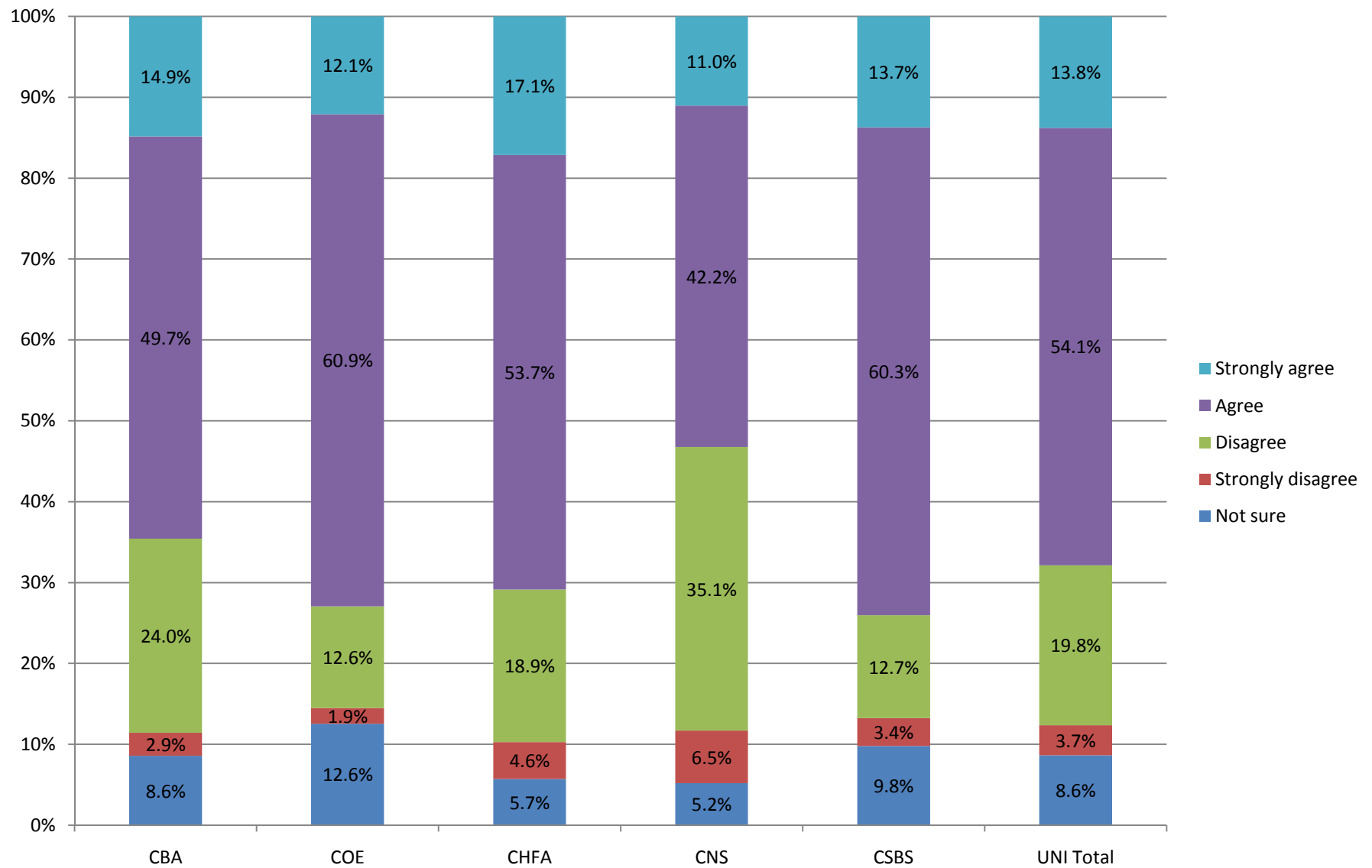
## The overall quality of most Liberal Arts Core courses is excellent



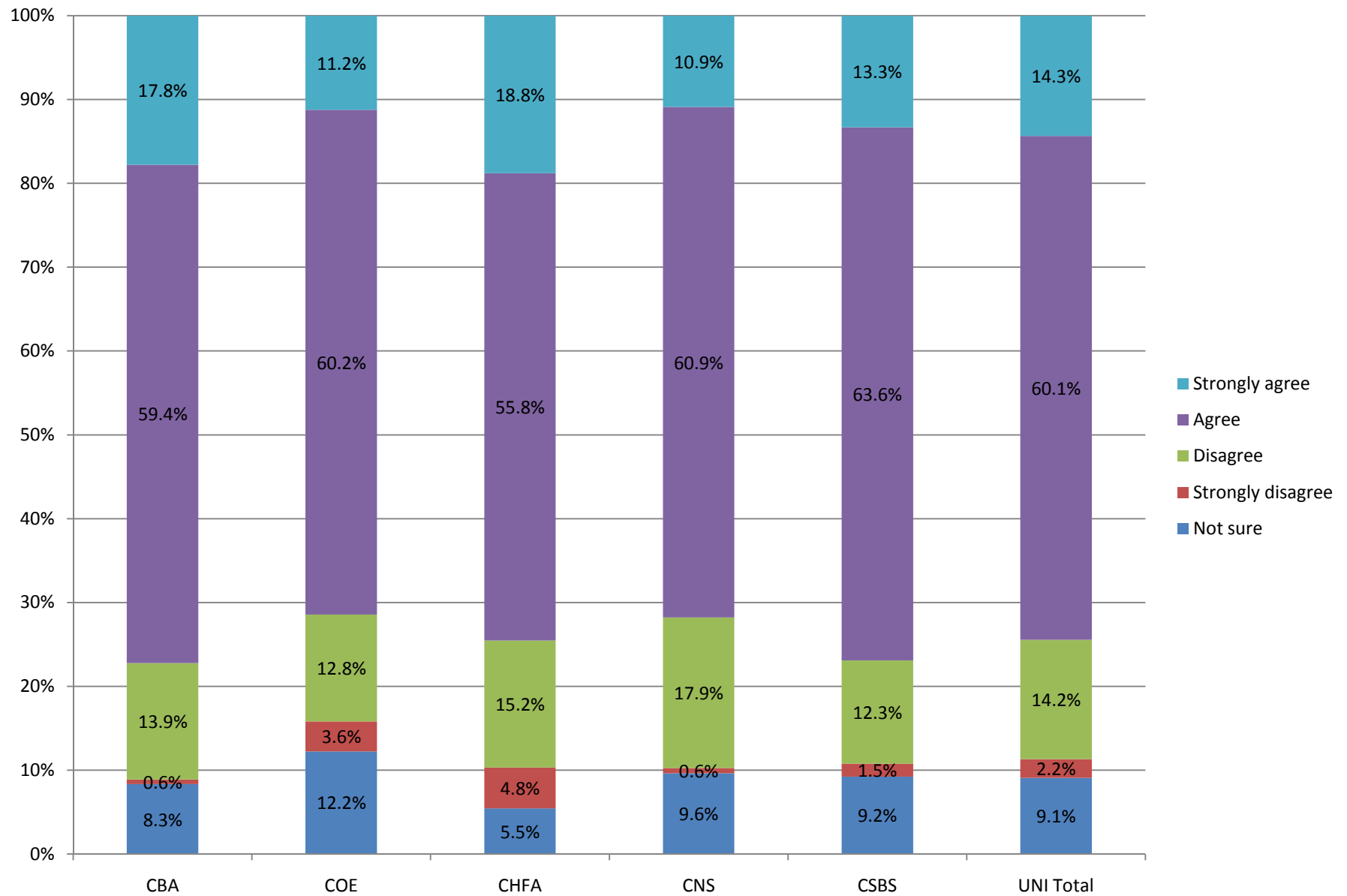
## The purposes of most Liberal Arts Core courses are very clear



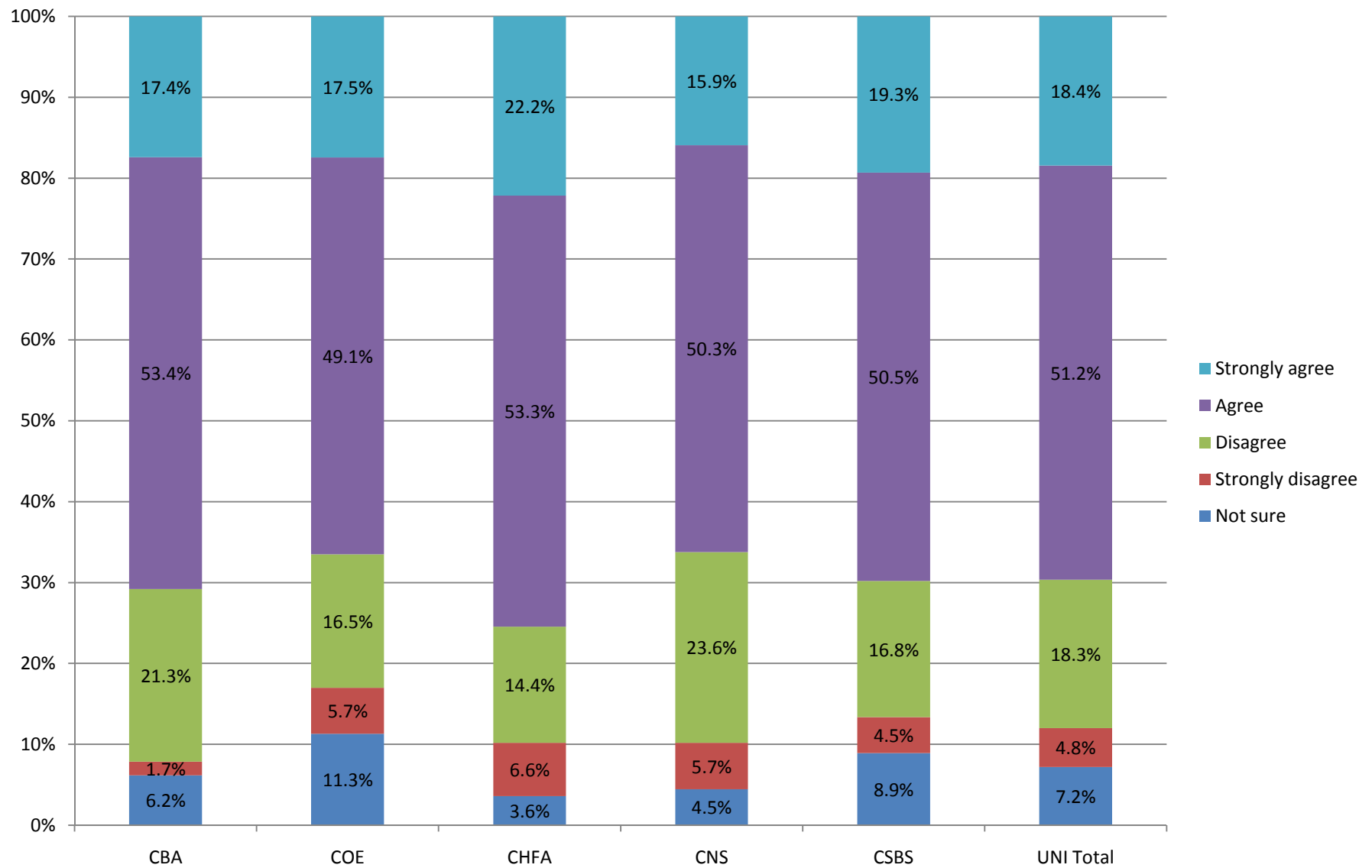
## Most of the Liberal Arts Core courses I took at UNI were intellectually demanding



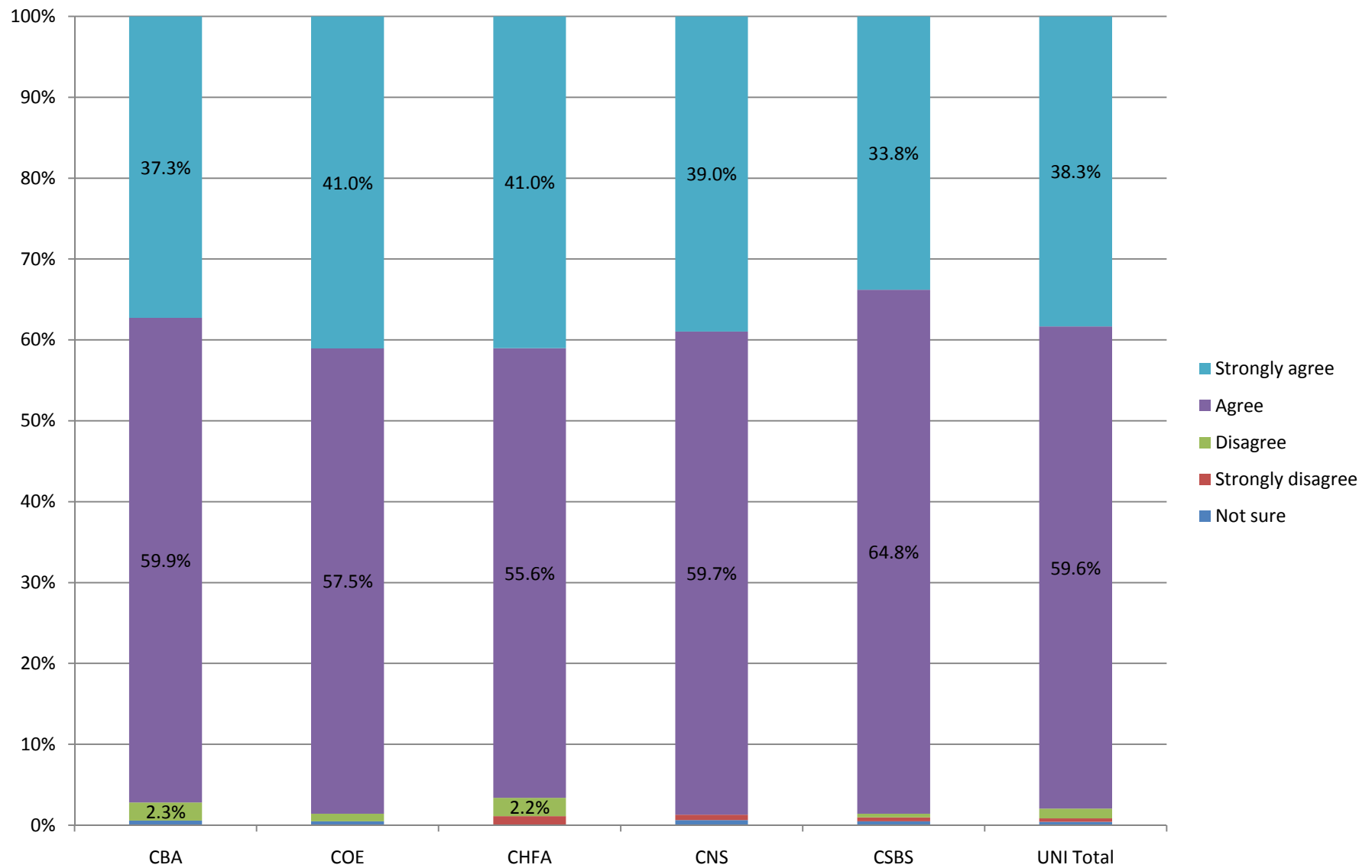
## The overall quality of teaching in the Liberal Arts Core at UNI is excellent



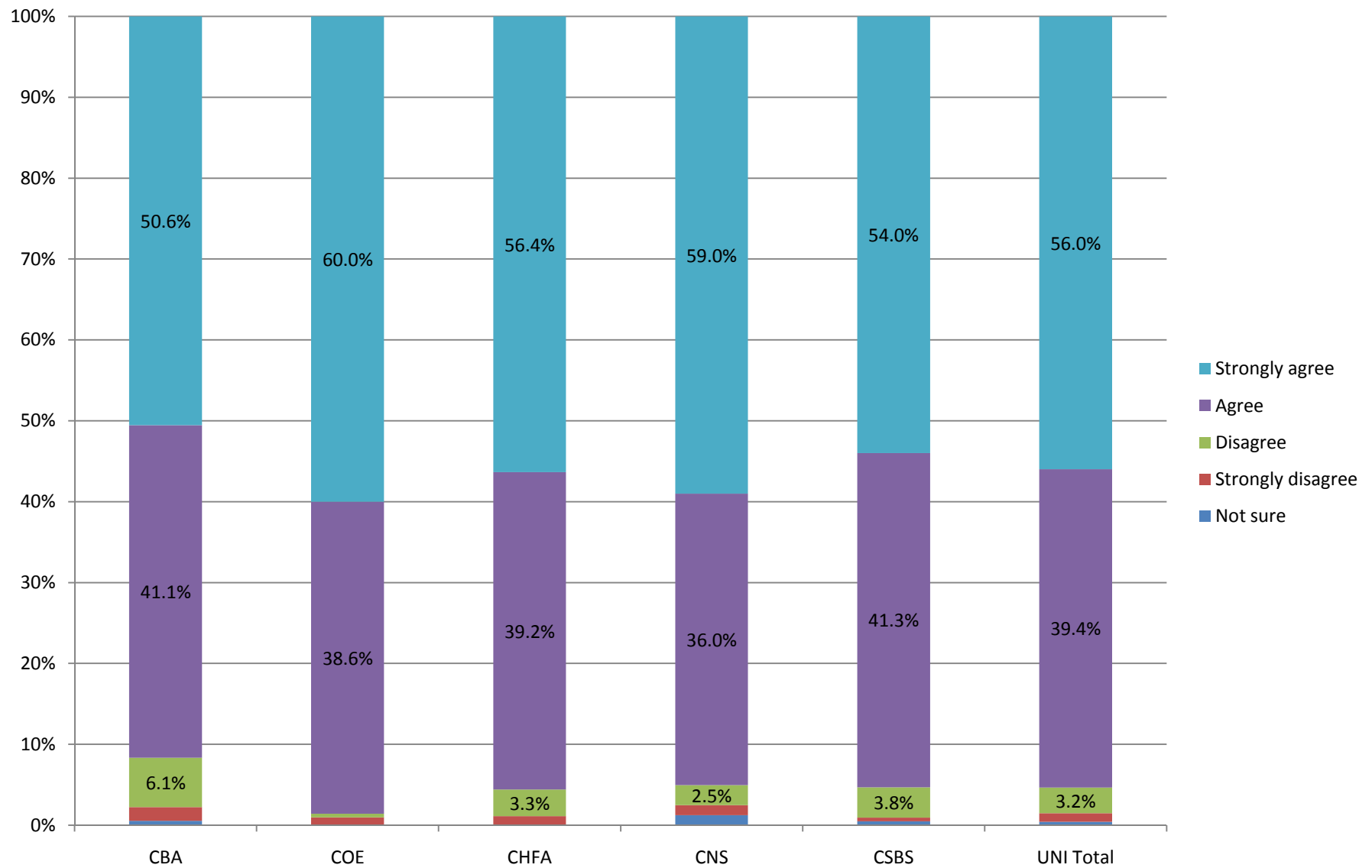
## I believe the Liberal Arts Core has been an important part of my education



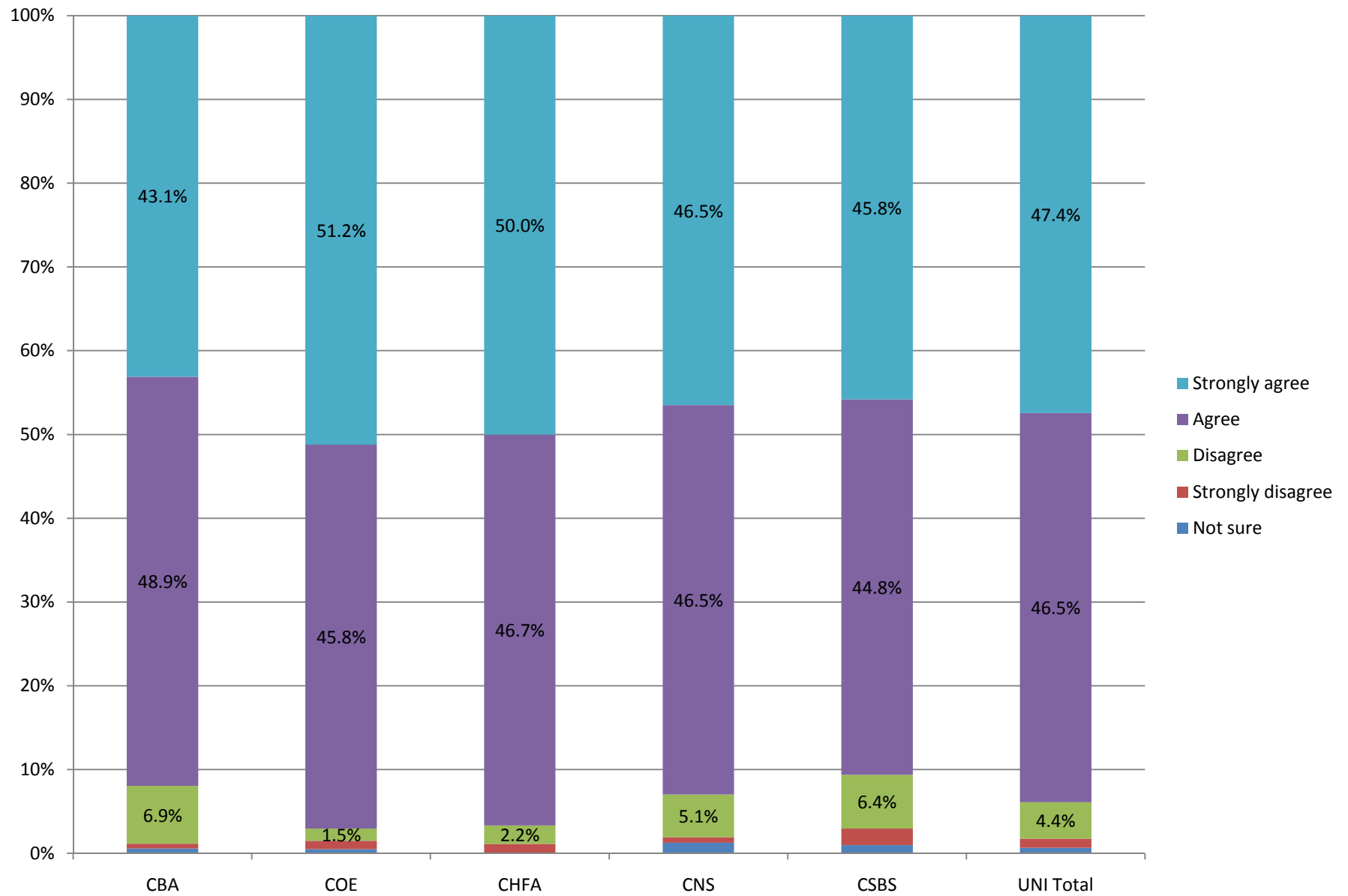
## The faculty I had contact with were very committed to advancing student learning



## At least one faculty member showed an active interest in my educational/career goals

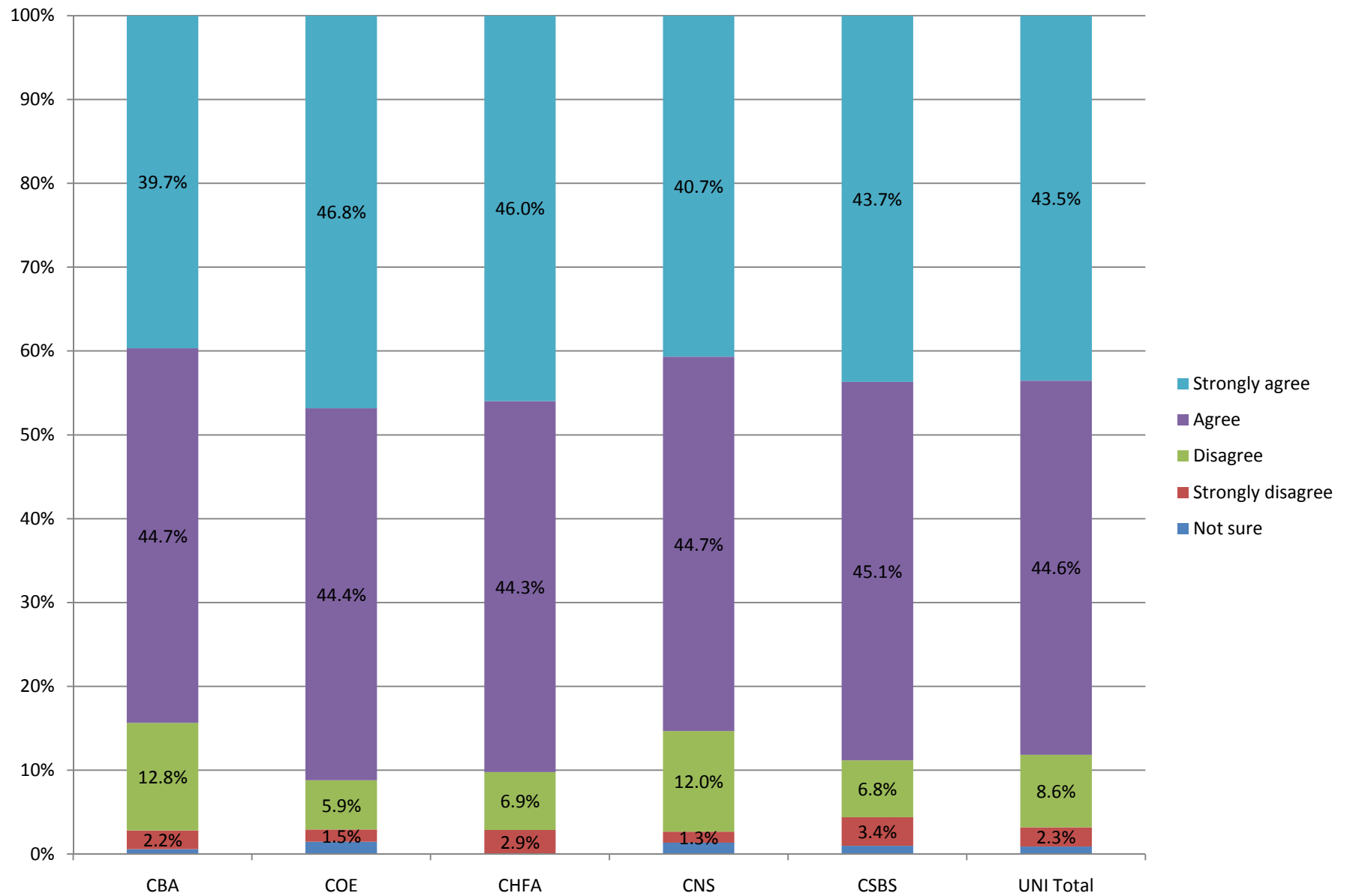


## I developed close relationships with other students

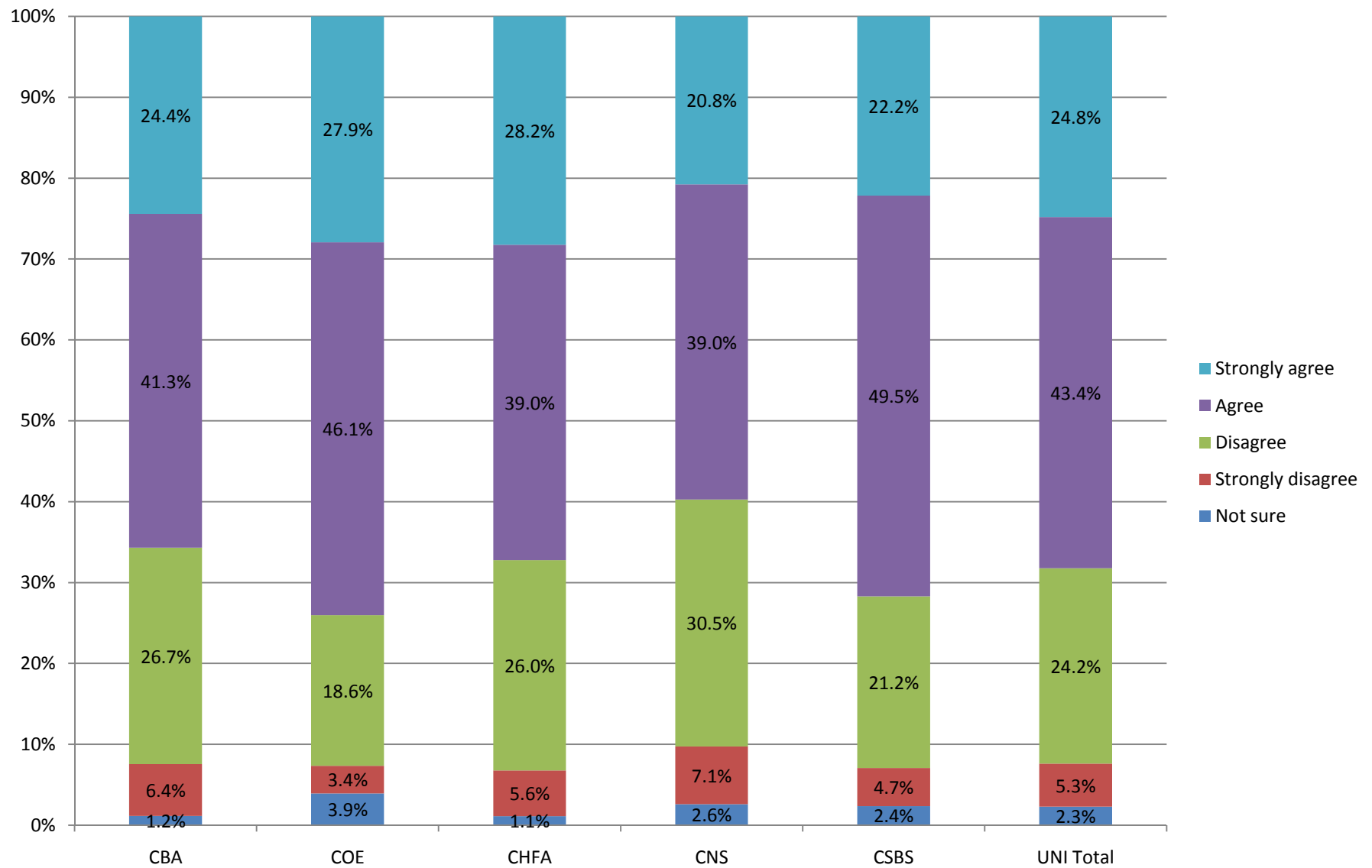




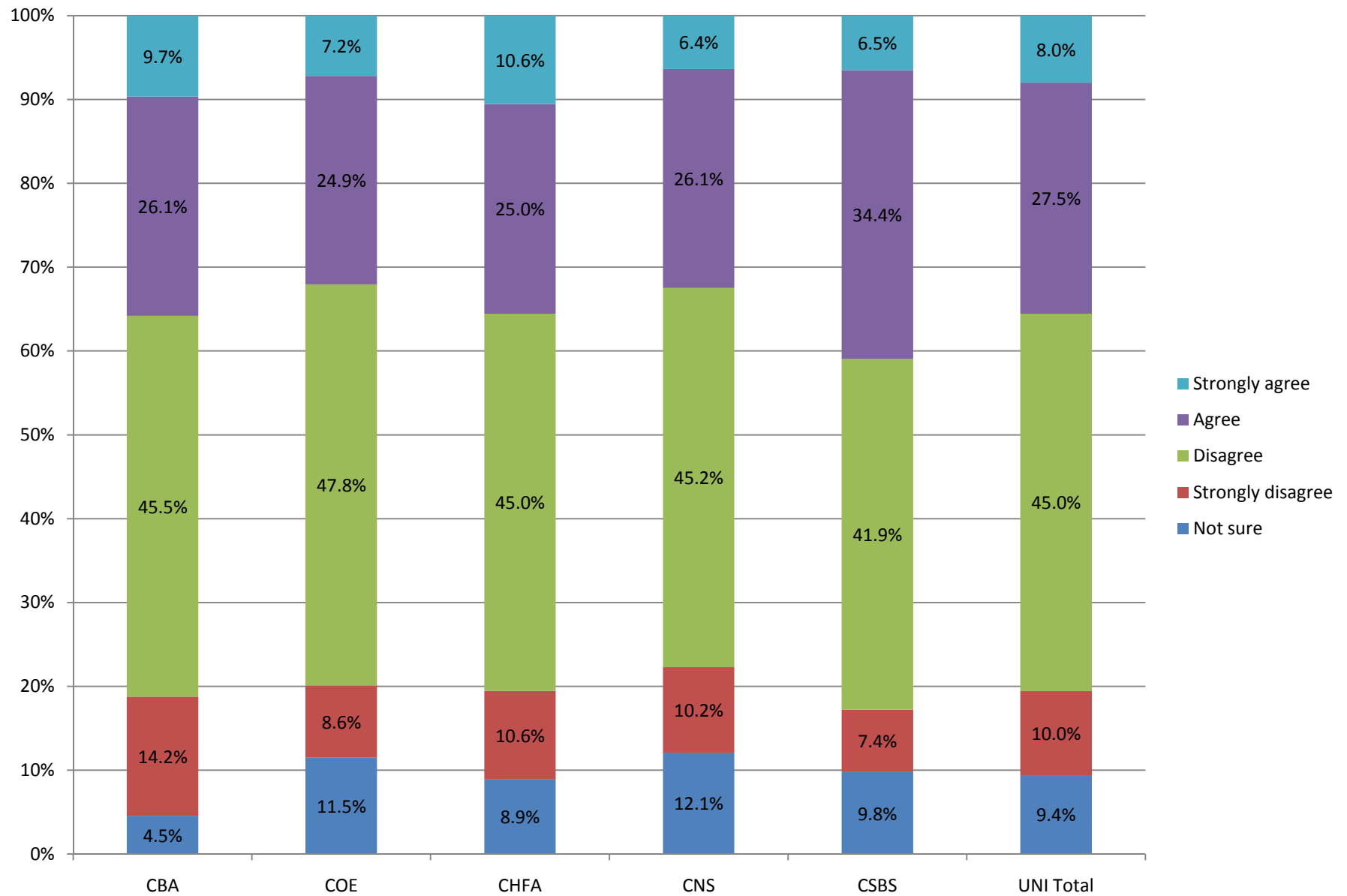
## I often engaged in social activities with other students off campus



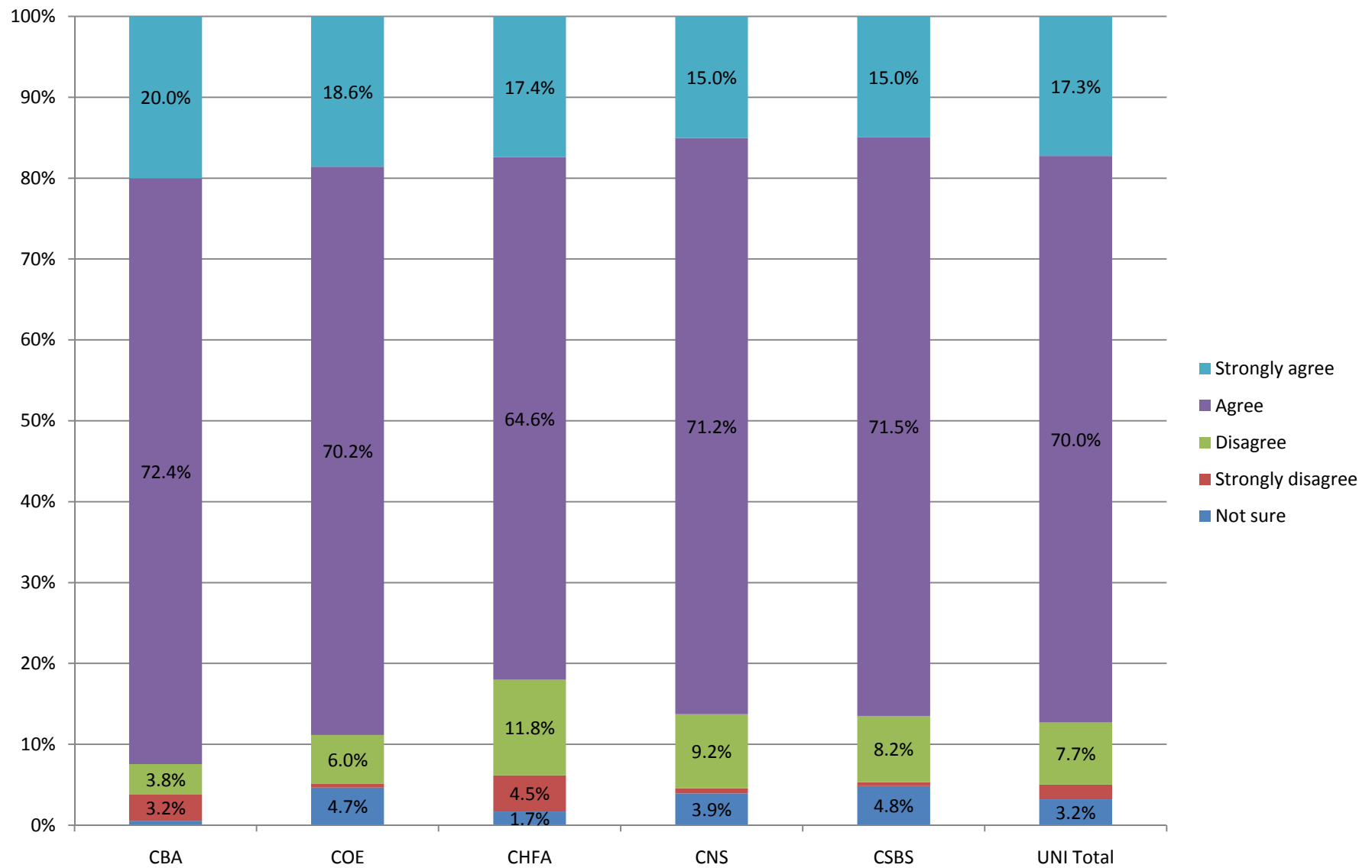
## I often participated in University or student sponsored activities on campus



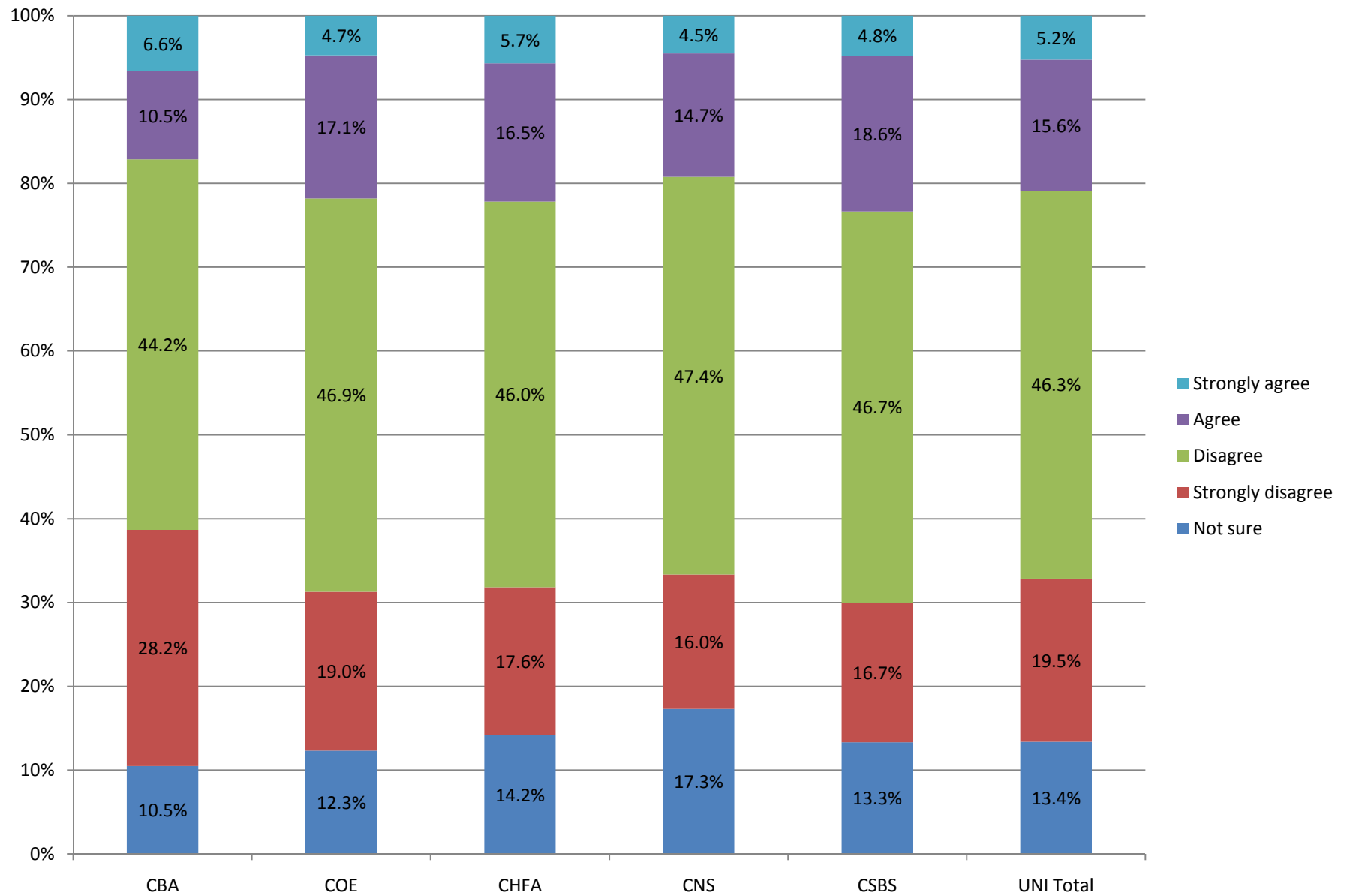
## Alcohol abuse is a major problem among students at UNI



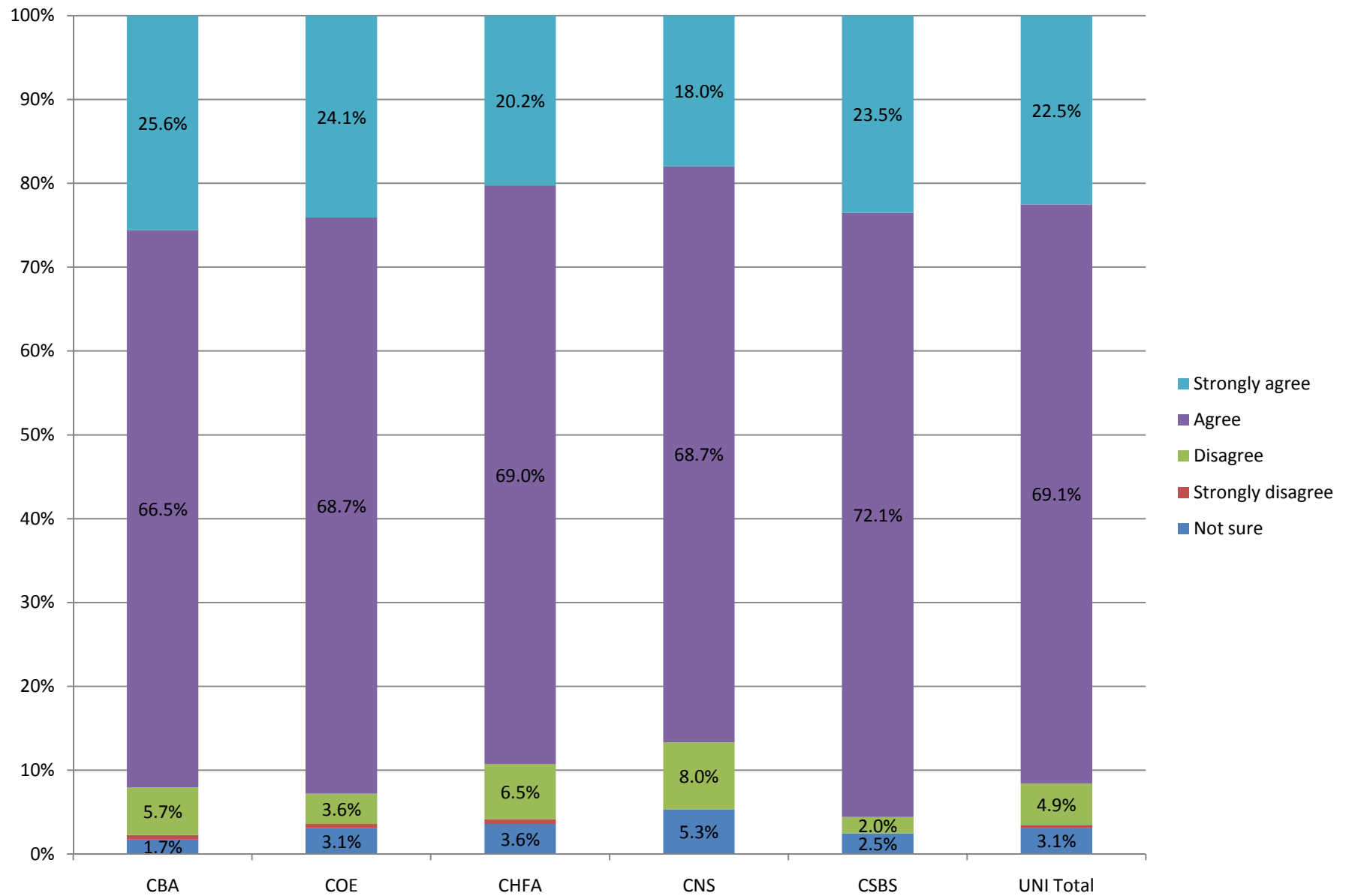
## Most UNI students are tolerant of people whose lifestyles are different from their own



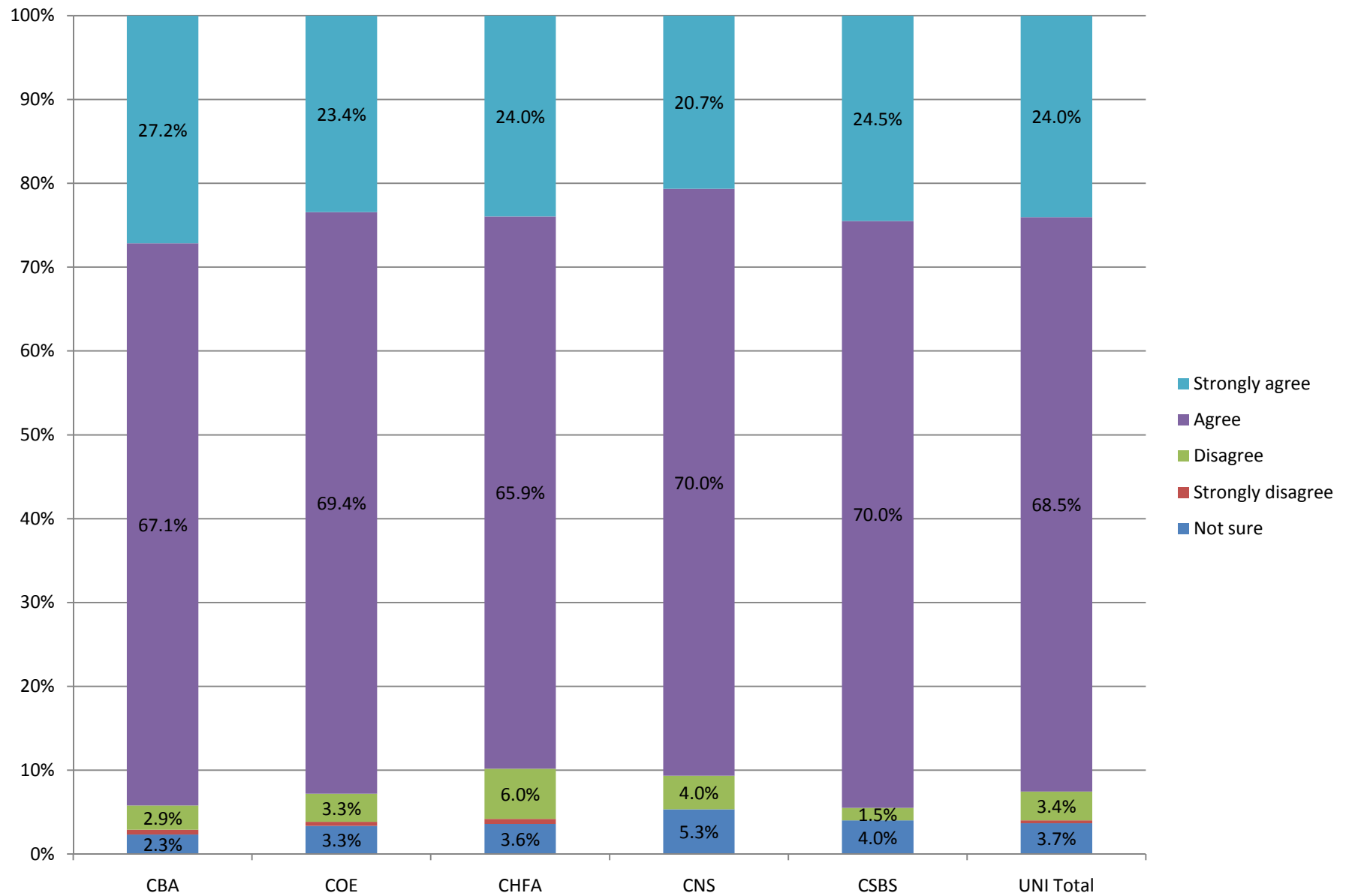
## Sexual harassment is a problem at UNI



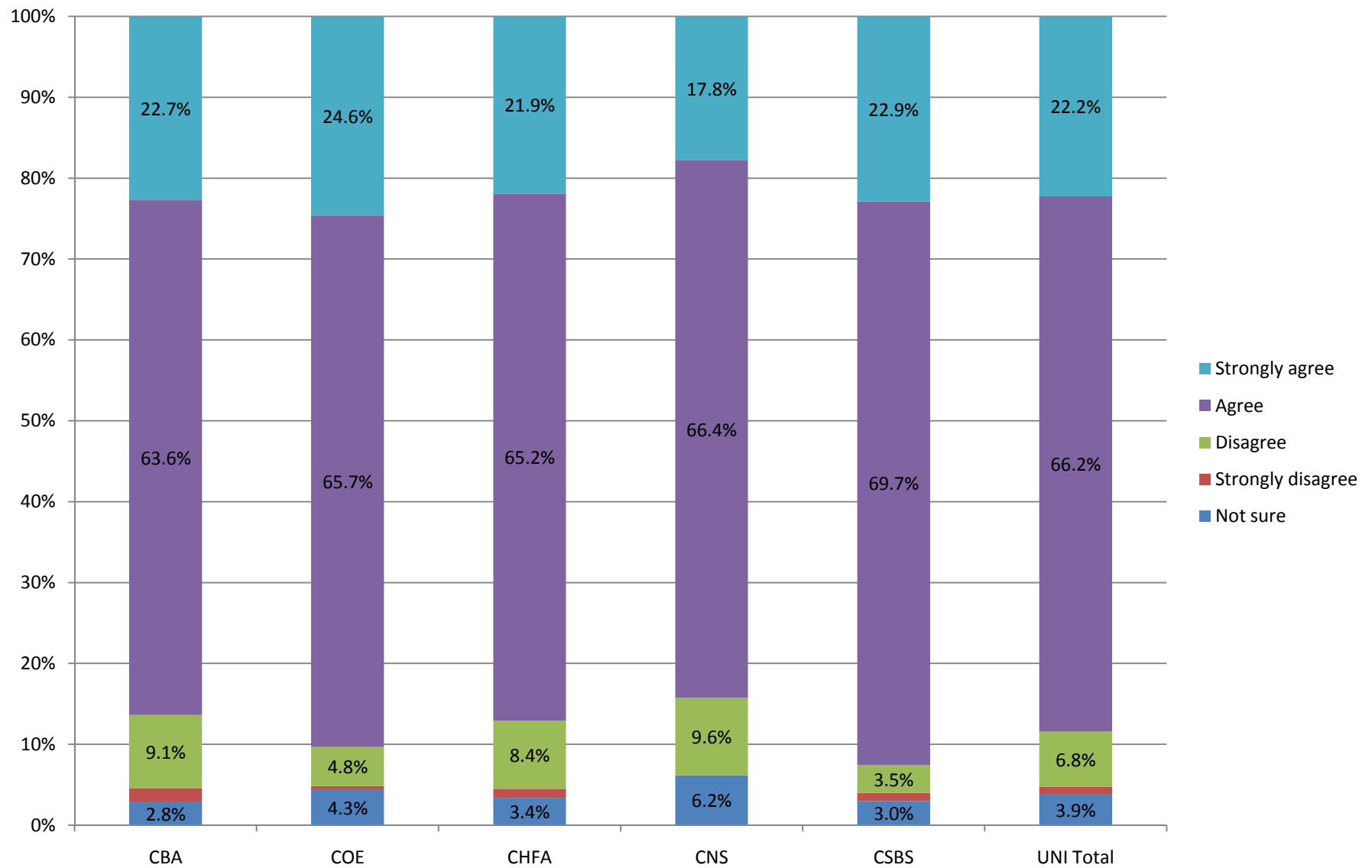
## The UNI community values excellence in all of its endeavors



## The UNI community values intellectual vitality

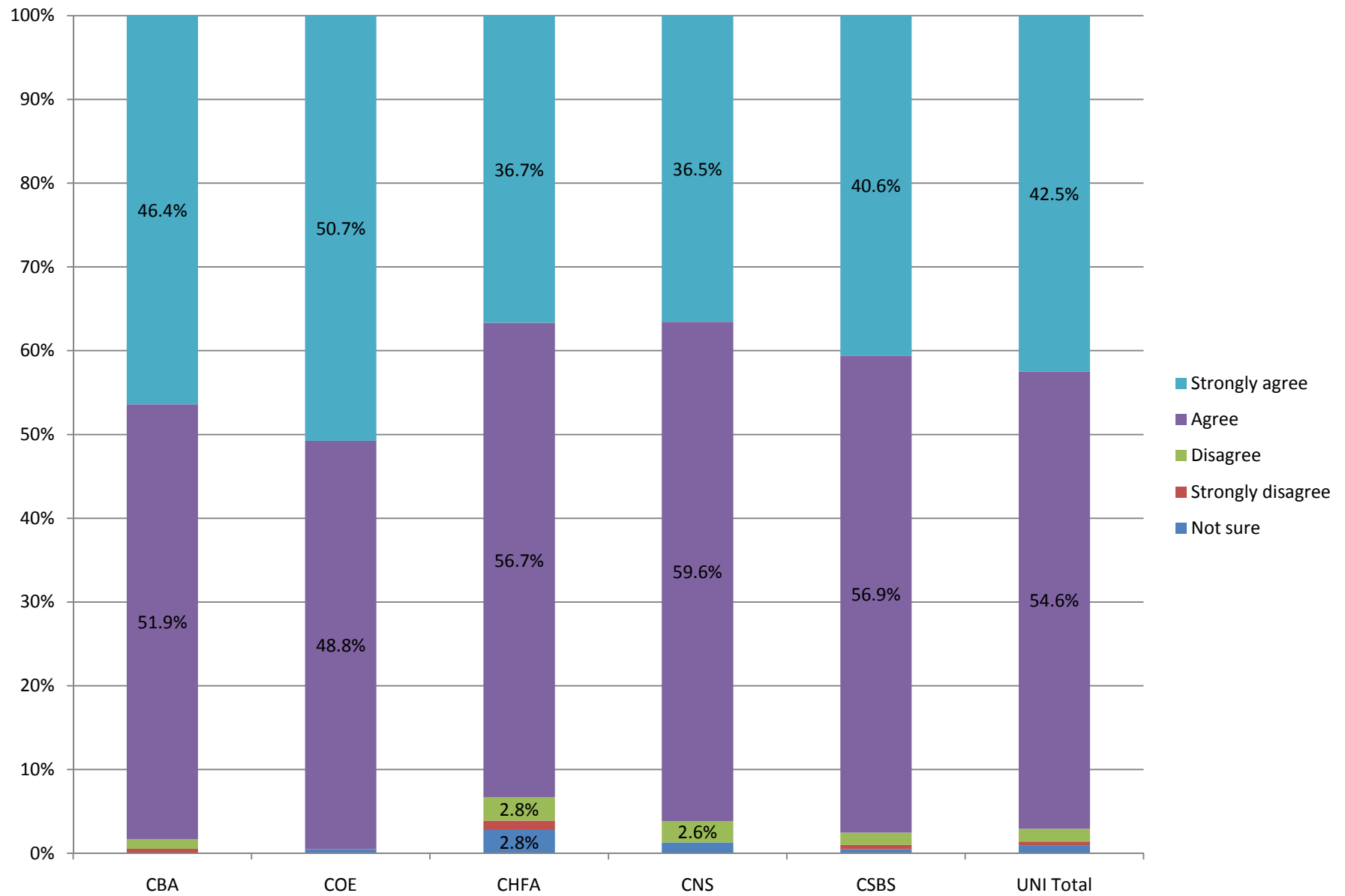


## The UNI community encourages the examination of diverse and controversial ideas

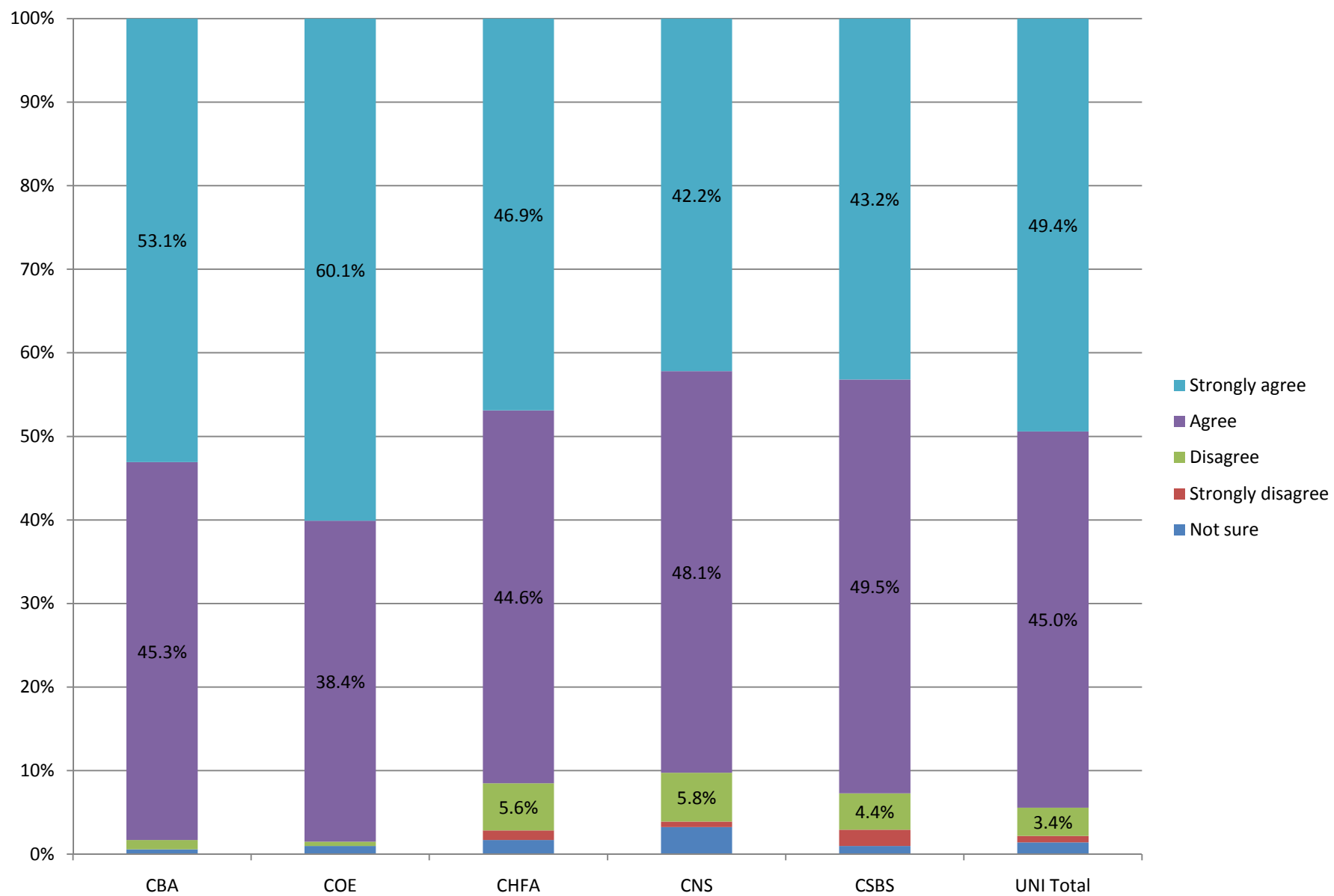




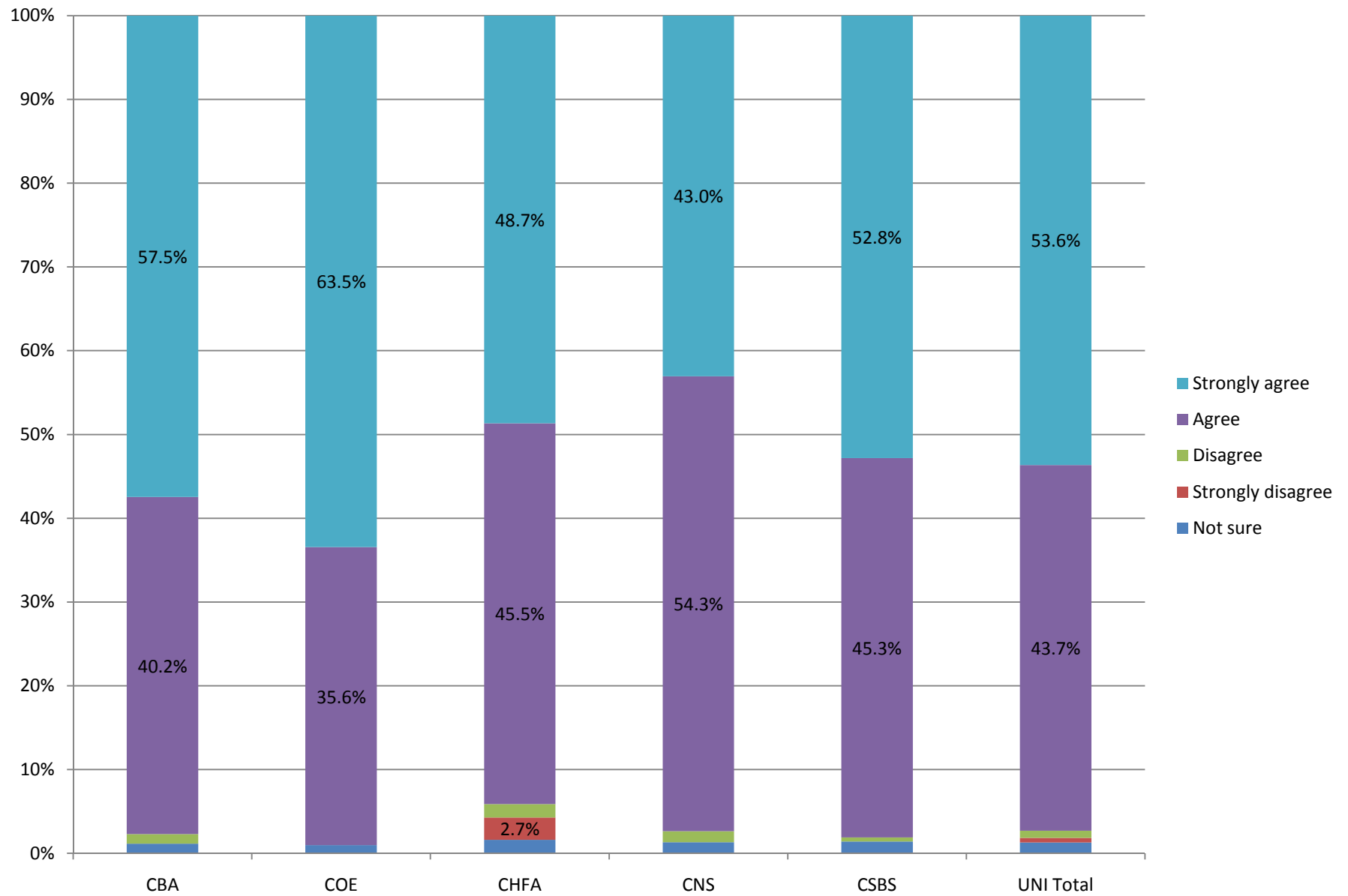
## I believe I have received a high quality education from UNI



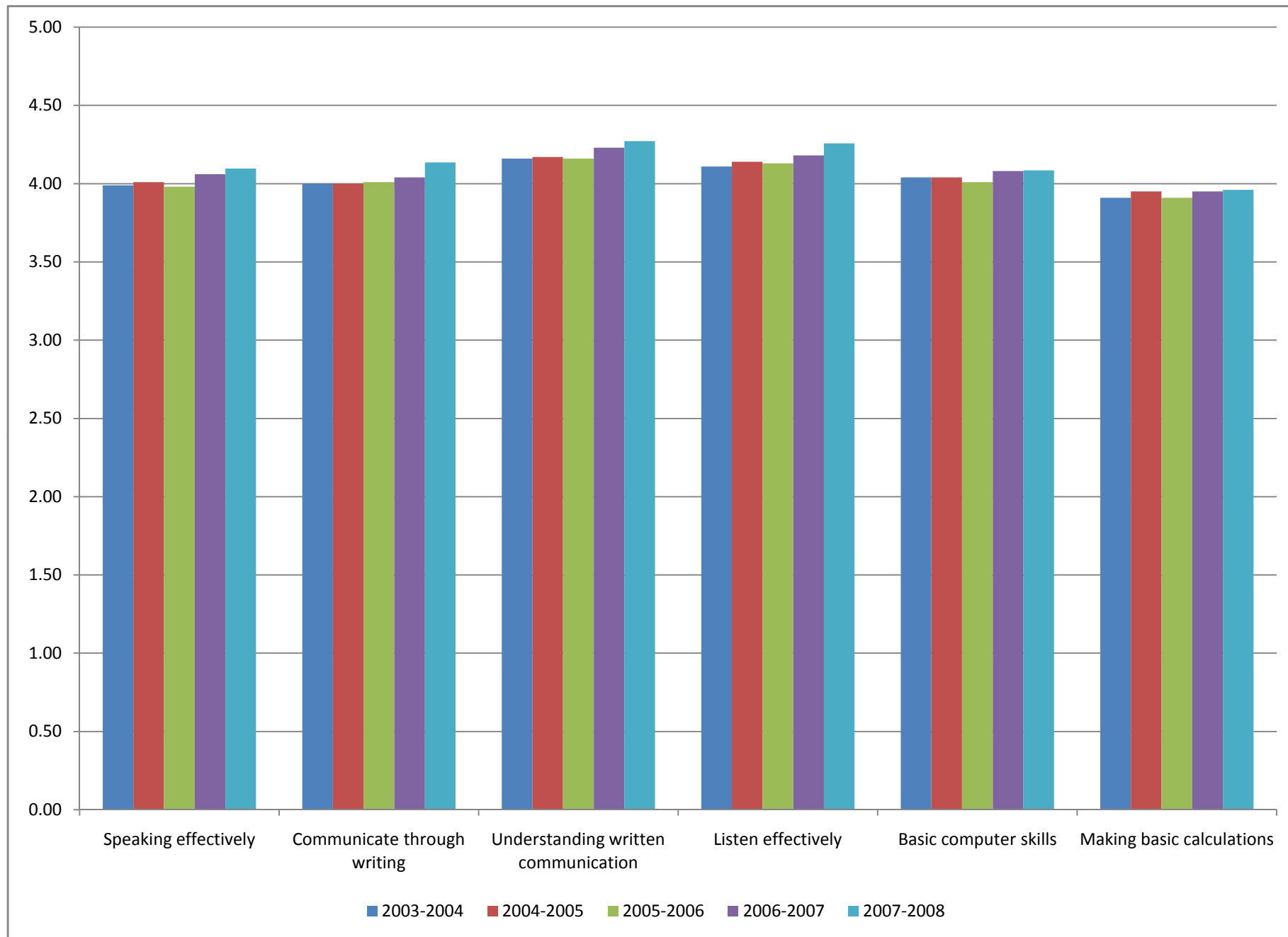
## I would recommend my major to a prospective student

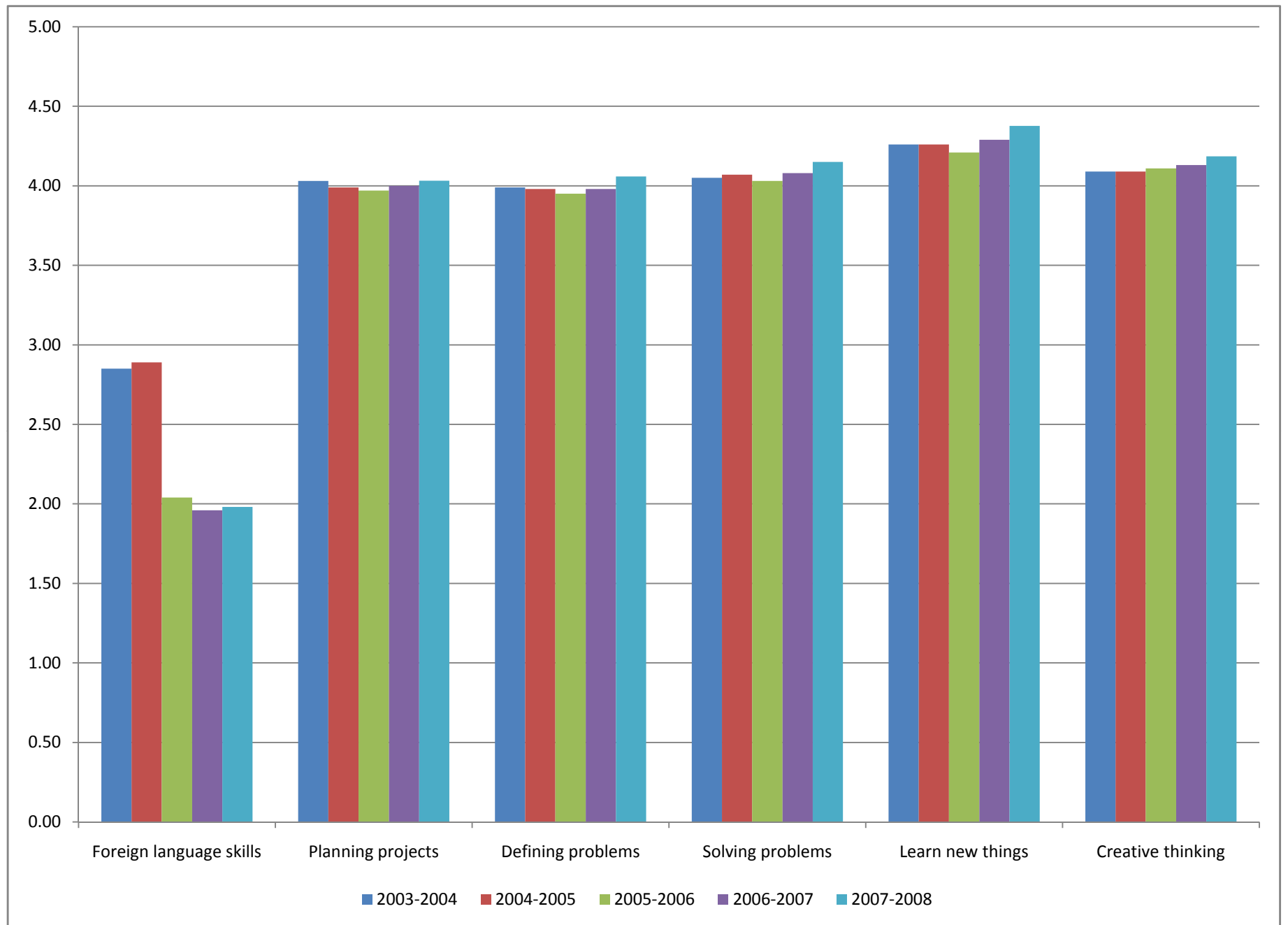


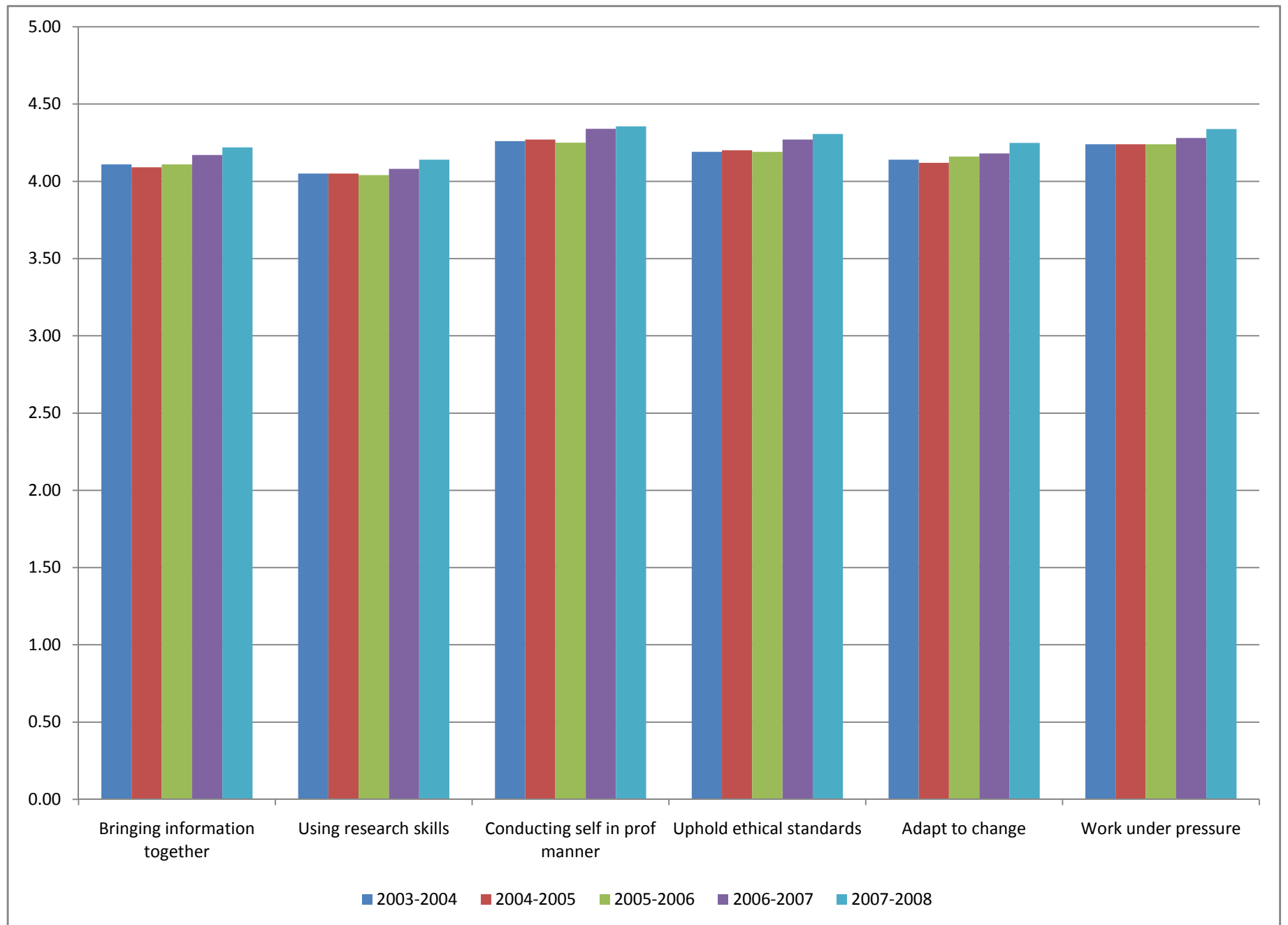
## I would recommend UNI to a prospective student

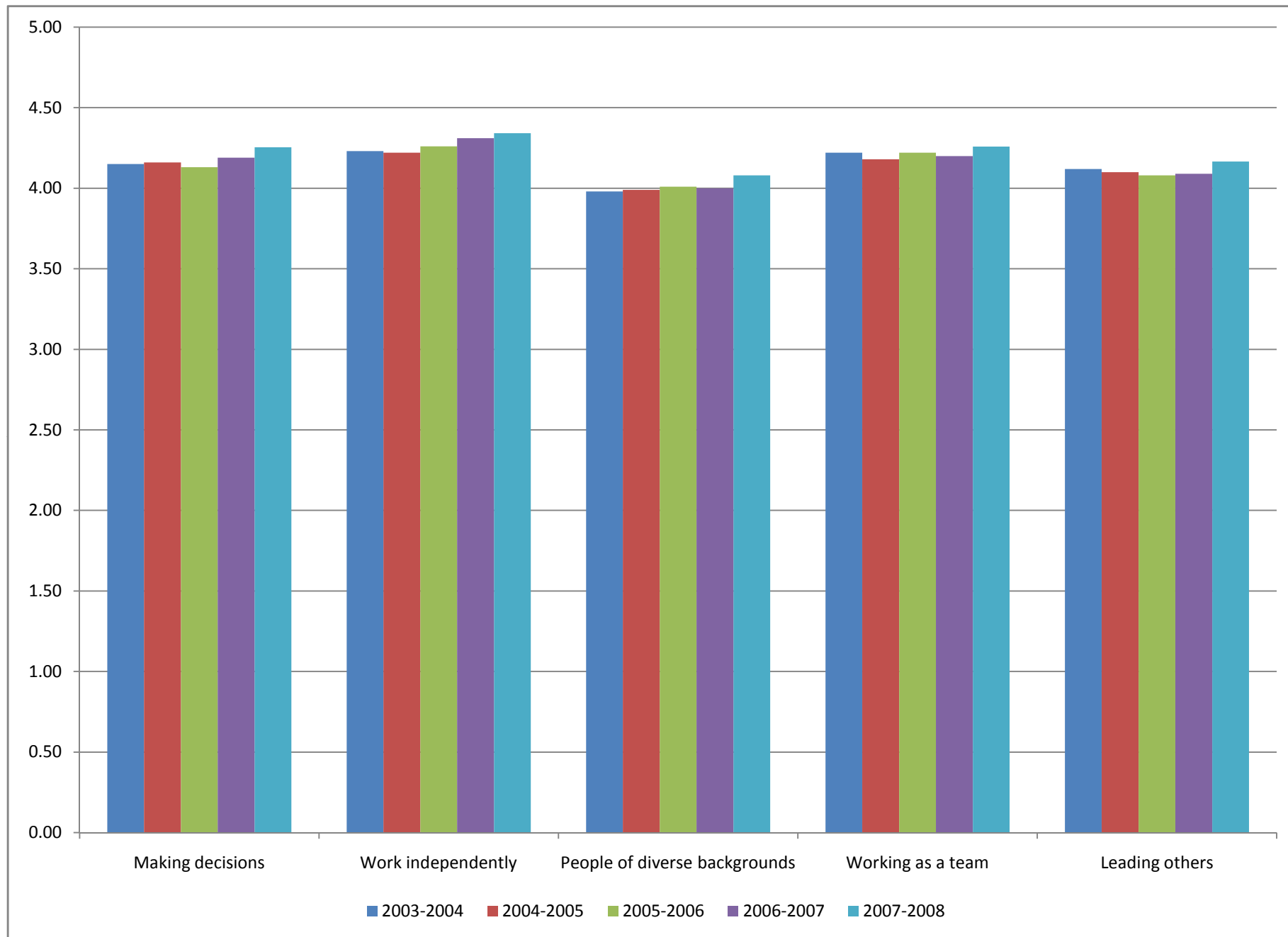


## **Multiple Year Comparison of the UNI Graduating Senior Survey: 2003-2008**

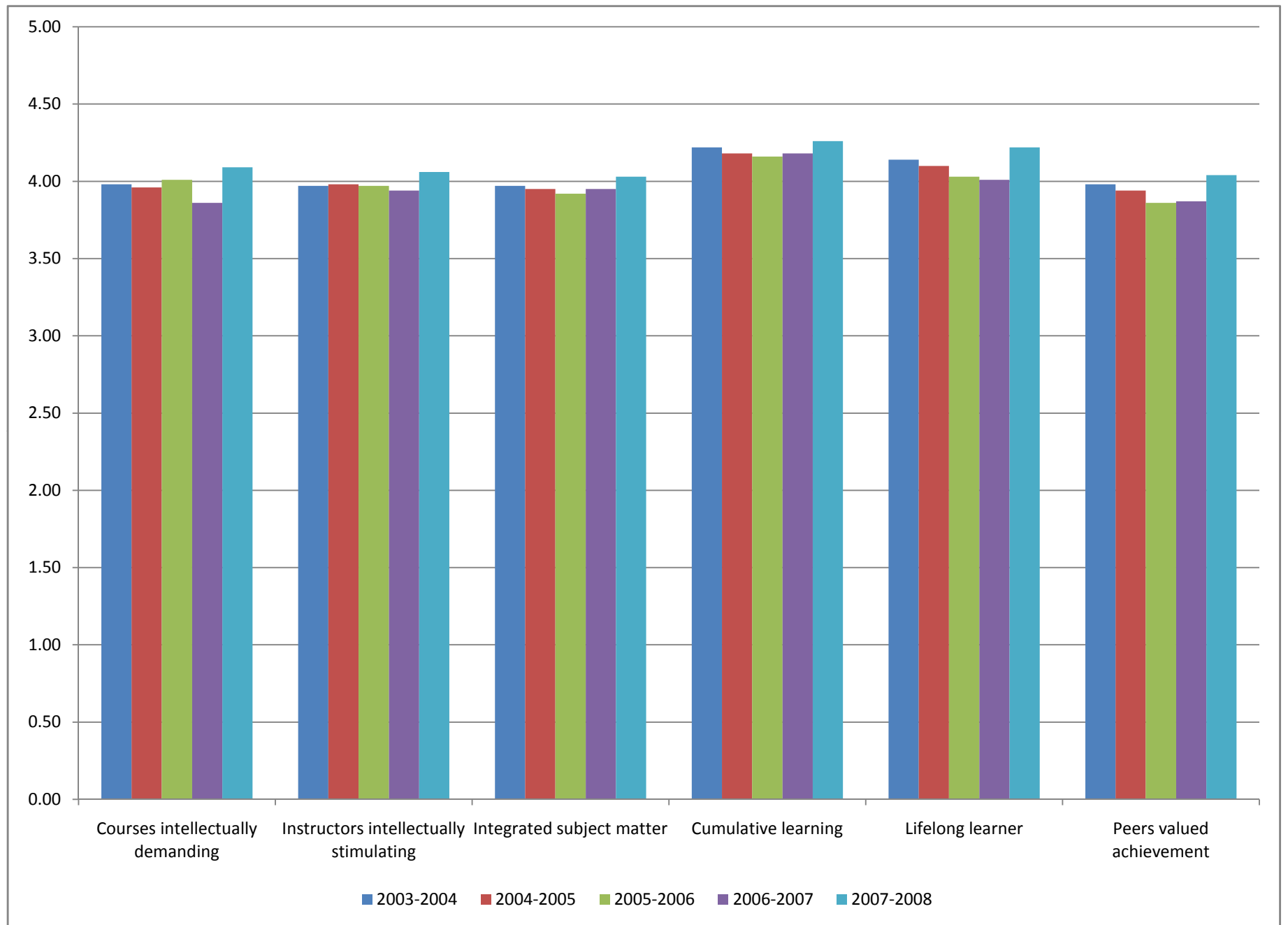


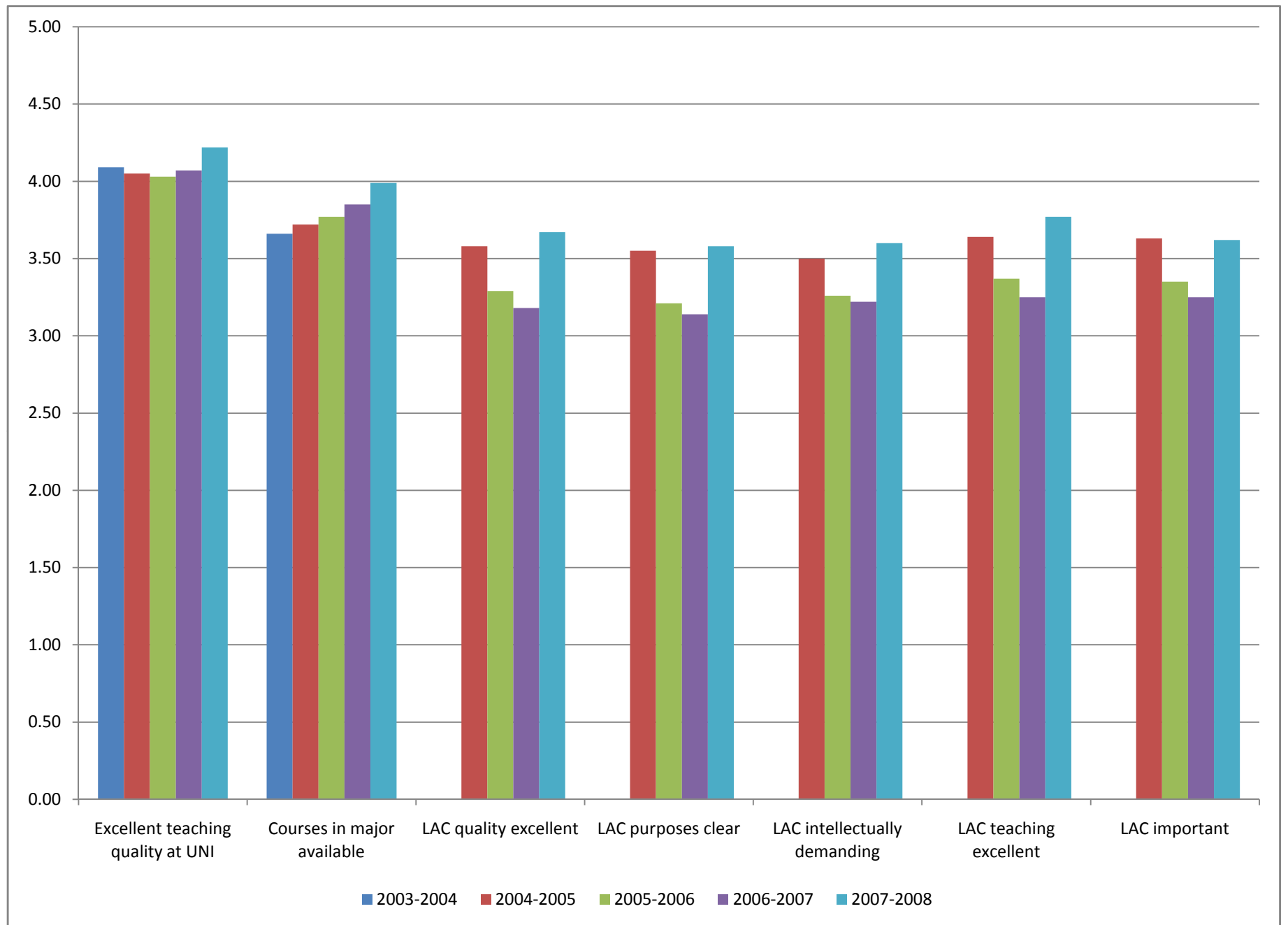


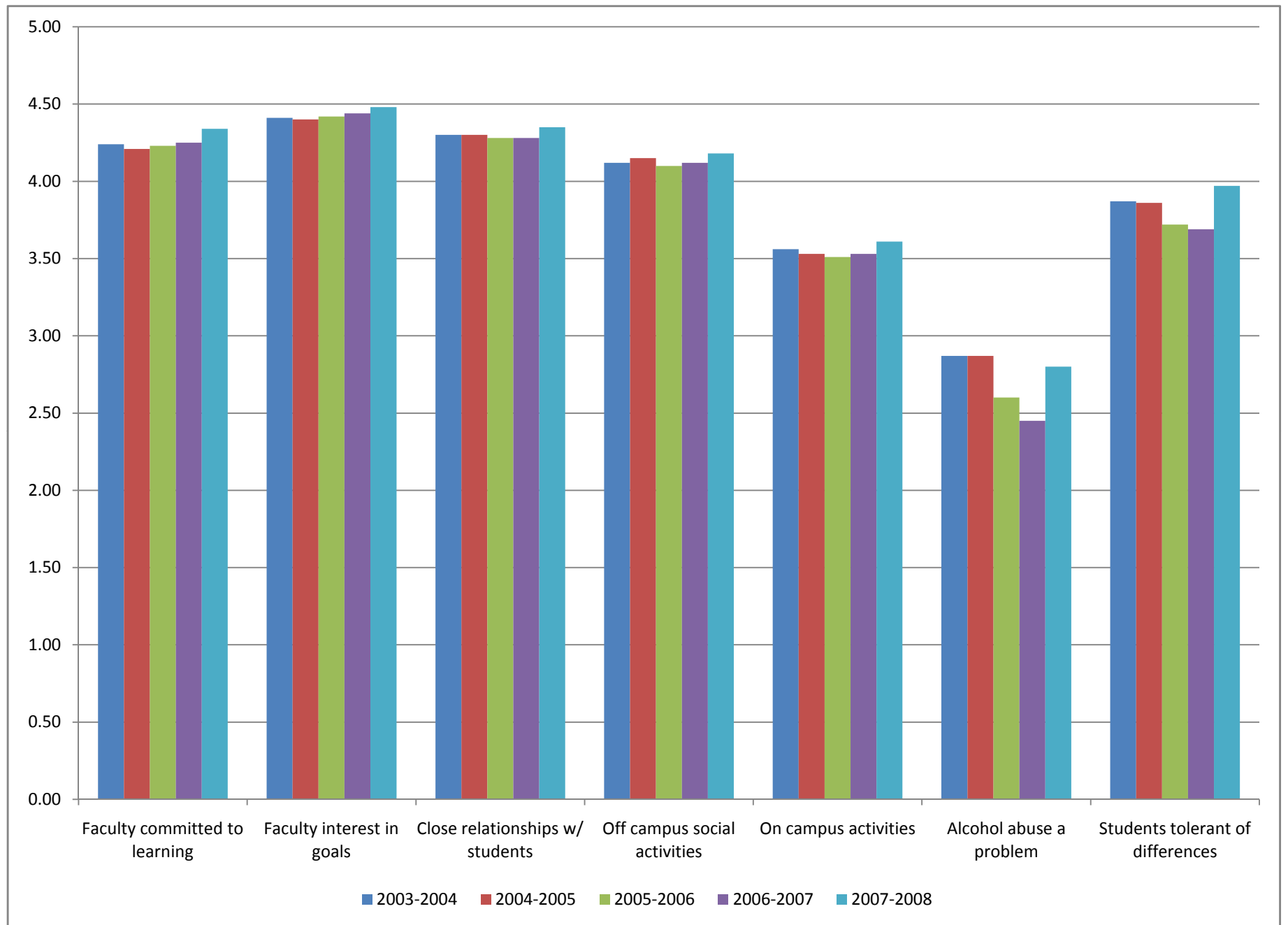


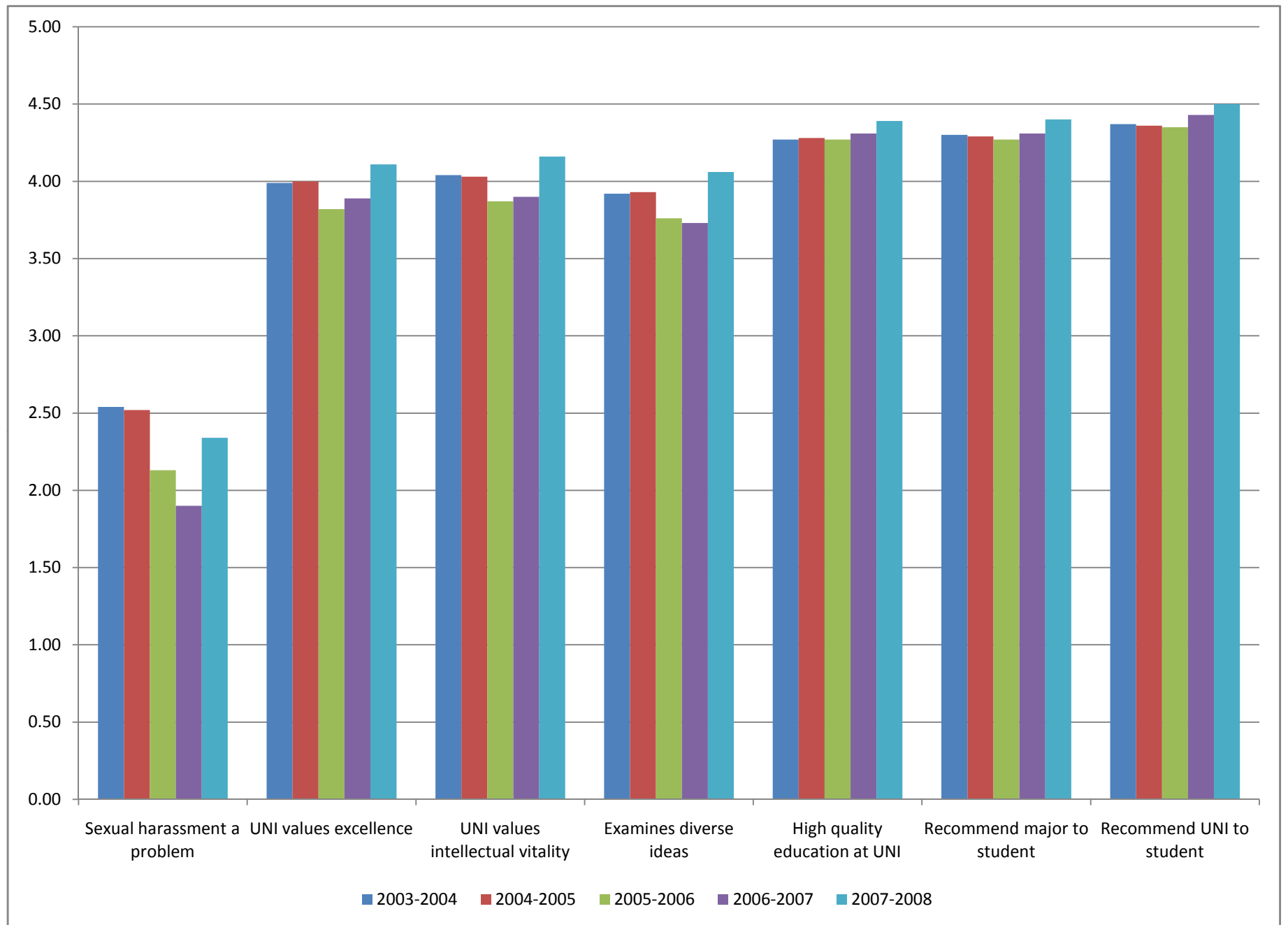












**Appendix A**  
**UNI Graduating Senior Survey Instrument**

**May 2008**

PLEASE USE NO. 2 PENCIL

RIGHT	WRONG
	
	
	
	

## SECTION 1: BACKGROUND INFORMATION

9	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Non-UNI E-mail address: \_\_\_\_\_

## SECTION 2: PLANS FOLLOWING GRADUATION

**Job title:** \_\_\_\_\_

- ① Employment, full-time paid
- ② Employment, part-time paid
- ③ Graduate or professional school, full-time
- ④ Graduate or professional school, part-time
- ⑤ Additional undergraduate coursework
- ⑥ Military service
- ⑦ Volunteer activity (e.g., Peace Corps)
- ⑧ Starting or raising a family
- ⑨ Other, please specify

Name of employing organization:

City: \_\_\_\_\_ State: \_\_\_\_\_

**Annual Salary (\$):** \_\_\_\_\_ (will be kept confidential)

**Start date:**

**Is your current job / accepted job offer in the state of Iowa?**

☐ Yes ☐ No

**If your job after graduation is outside of Iowa, would you return to Iowa if given the opportunity?**

☐ Yes ☐ No

### SECTION 3: EDUCATIONAL EXPERIENCE AND SKILLS

Think about your future/career goals. Using the scale on the left, please rate how well UNI has prepared you for...

Excellent	Good	Average	Fair	Poor	Cannot Evaluate
<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> 0	<input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0

- Speaking effectively
- Communicating through writing
- Understanding written communication
- Listening effectively
- Using basic computer skills (word processing, spreadsheets, etc.)
- Making basic calculations and computations
- Using foreign language skills
- Planning projects
- Defining problems
- Solving problems
- Learning new things
- Thinking creatively
- Bringing information/ideas together from different areas
- Using research skills
- Conducting yourself in a professional manner
- Upholding ethical standards
- Adapting to change
- Working under pressure
- Making decisions
- Working independently
- Working with people of diverse backgrounds
- Working as a team
- Leading others

***Please turn over  
to complete  
other side.***

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10

### Teaching and Learning Environment

My academic experience at UNI made me want to be a lifelong learner.  
Most of my student peers valued high academic achievement.  
The overall quality of teaching at UNI is excellent.  
Most of the courses in my major were readily available when I wanted to take them.

The overall quality of most Liberal Arts Core courses is excellent.  
The purposes of most Liberal Arts Core courses are very clear.  
Most of the Liberal Arts Core courses I took at UNI were intellectually demanding.  
The overall quality of teaching in the Liberal Arts Core at UNI is excellent.  
I believe the Liberal Arts Core has been an important part of my education.

The faculty I had contact with were very committed to advancing student learning.  
At least one faculty member showed an active interest in my educational/career goals.  
I developed close relationships with other students.  
I often engaged in social activities with other students off campus.  
I often participated in University or student sponsored activities on campus.

Alcohol abuse is a major problem among students at UNI.  
Most UNI students are tolerant of people whose lifestyles are different from their own.  
Sexual harassment is a problem at UNI.  
The UNI community values excellence in all of its endeavors.  
The UNI community values intellectual vitality.  
The UNI community encourages the examination of diverse and controversial ideas.

I believe I have received a high quality education from UNI.  
I would recommend my major to a prospective student.  
I would recommend UNI to a prospective student.

**What are your continuing education plans?**

- ☐ Accepted to a graduate/professional program  
☐ Currently applying to programs, not yet accepted  
☐ Accepted to another undergraduate program  
☐ None (please go to Section 6)

<input type="checkbox"/>	Full-time
<input type="checkbox"/>	Part-time

Start Date: \_\_\_\_\_

Institution: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

Area of Study: \_\_\_\_\_ Intended degree: \_\_\_\_\_

Please list the name(s) of any **faculty** who have had a positive influence on your development as a student at UNI.

Faculty member(s) \_\_\_\_\_

Please list the name(s) of any **staff members** who have had a positive influence on your development as a student at UNI.

Staff member(s) \_\_\_\_\_

Please list the name(s) of any **high school teacher or high school counselor** who made a difference in your coming to and/or succeeding at UNJ.

Teacher(s) / Counselor(s) \_\_\_\_\_ High School: \_\_\_\_\_

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